

C A M B O D I A N

BASIC COURSE VOLUME ONE UNITS 1-45



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D E P A R T M E N T O F S T A T E

CAMBODIAN BASIC COURSE

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PREFACE

Cambodian, or Khmer, is the official and principal language of the Kingdom of Cambodia. With between five and six million speakers, some of whom live in adjacent countries, Cambodian is the largest single modern representative of the geographically widespread Mon-Khmer family of languages, and the only member of this family which has the status of a national language. Its dialects, including those spoken outside of Cambodia proper, are remarkably homogeneous except as regards phonology. The two most important dialects, Standard and Phnom Penh, are both represented in this course (see Foreword).

The present volume contains units 1-45 of a projected 100 unit Basic Course. It was prepared at the Foreign Service Institute with the support of the Office of Education, Department of Health, Education and Welfare, under the National Defense Education Act. The linguist in charge of the project has been Richard B. Noss. Units 36-45 substantially represent an earlier series of supplementary lessons prepared under the supervision of Dale I. Purtle, now Regional Language Supervisor in Bangkok. The tape recordings which accompany this volume were prepared in the language laboratory of FSI under the direction of Gary Alley. Tapes were voiced mainly by the principal authors; other voices are those of Thuon Sopheasy, Rebecca Moreton and Herbert Purnell. The book was typed by Irma C. Ponce.


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FOREWORD

This Basic Course attempts to provide samples of two different Cambodian dialects. Standard Cambodian, the approved speech style of public education and mass communications, occupies a central position among the dialects and corresponds more closely with the writing system than any other. The dialect of Phnom Penh, the capital, differs sharply from Standard in phonology but not appreciably in other respects. It is hoped that familiarizing students with both of these important styles of speech will improve their function as speakers and listeners in a country where the standard language happens not to be based on the speech of the capital, where many of the students may live.

The material of the Basic Course is arranged in groups of five units with a common theme. The first four units of each sequence are based on Dialogues, usually in the Phnom Penh dialect, and the fifth is based on a Narration, in Standard Cambodian, which reviews the immediately preceding subject matter. The text for Units 1-20 is entirely in standard style. From Unit 21 on, most of the text is given in Phnom Penh dialect (except for the Narrations), but a parallel Standard version of each Dialogue is provided in the Dialogue for Comprehension. Vocabulary lists include both forms wherever there is a difference.

This course revises, extends, and supplants the old FSI Spoken Cambodian (1959), for which Mr. Someth Suos and Mr. Vanphut Hang Phan were the principal informants. Mr. Im Proum, the principal informant of the present course, comes from Svay Rieng in southeastern Cambodia; he speaks both the standard language and the Phnom Penh dialect.

UNIT 1

BASIC DIALOGUE

Teacher to Students

1. soum bet siew-phiw. Please close your books.

Men Students to Man Teacher

2. baat, look kruu. Yes, teacher.

Women Students to Man Teacher

- 2a. cah, look kruu. Yes, teacher.

Men Students to Woman Teacher

- 2b. baat, né? kruu. Yes, teacher.

Women Students to Woman Teacher

- 2c. cah, né? kruu. Yes, teacher.

Teacher to Students

3. soum thaa taam khñom: Please say after me.
'khmae sruol rien.' 'Khmer is easy to learn.'

All Students Together

4. khmae sruol rien. Khmer is easy to learn.

Teacher to Students

5. eylew, soum thaa khlia nih mené? Now, please say the sentence one
medooj. person at a time.

First Student (Man or Woman)

6. khlia ddaael? The same sentence?

Man Teacher to First Student

7. baat, khlia ddaael. Yes, the same sentence.

Woman Teacher to First Student

- 7a. cah, khlia ddaael. Yes, the same sentence.

Second Student (Man or Woman)

8. né?naa mun? Who's first?

Teacher to Second Student (Man)

9. look mun. You're first.

Teacher to Second Student (Woman)

- 9a. look srey mun. You're first.

Second Student

10. khmae sruol rien. Khmer is easy to learn.

Teacher to Second Student

11. tee, cam thaa taam khñom: No, wait and repeat after me:
 'khmae sruol rien.' 'Khmer is easy to learn.'

Second Student

12. khmae sruol rien. Khmer is easy to learn.

Man Teacher to Second Student

13. baat, baan. All right.

Woman Teacher to Second Student

- 13a. cah, baan. All right.

NOTE: Men and Women

English regularly distinguishes between the masculine and feminine categories only in the third person singular pronoun (he, she) and in certain forms of polite address (sir, ma'am). Such distinctions always apply to the person spoken to or about, not to the speaker himself (or herself).

Cambodian uses the same first and third person pronoun for both men and women, in the great majority of cases, but distinguishes between the sexes not only in forms of address (as in English), but also in the most common second person pronouns, and in the most common word for 'Yes' or 'I hear you.' (The items baat and cah also occur in the polite responses meaning 'No.').

The Khmer forms encountered so far are listed below in tabular form. You must understand that this by no means a complete list of the forms involved; many others will be added as the course progresses.

<u>English</u>	<u>Man</u>	<u>Woman</u>
'I, me'	khñom	khñom
'you'	look	look srey
'teacher' (form of address)	look kruu	né? kruu
'yes' 'I hear you'	baat	cah
'no'	tee	tee
'no' (polite)	baat tee	cah tee

VARIATIONS ON THE DIALOGUE

Following are four variations on the basic dialogue that you have already learned. They represent all possible combinations of men and women teachers and students at this level of politeness (the classroom situation). Since the English translation of all four variations is the same, no English is given. The dialogues are arranged in columns, with the teacher's part always to the left and the students' to the right. Sentences are numbered as in the original dialogue. The designations (s1), (s2) mean 'first student,' 'second student'; the designation (ss) means all students together.

Variation One: Man Teacher and Men Students

- | | |
|--|----------------------------|
| 1. soum bet siew-phiw. | 2. (ss) baat, look kruu. |
| 3. soum thaa taam khñom:
'khmae sruol rien.' | 4. (ss) khmae sruol rien. |
| 5. eylew, soum thaa khlia nih mené?
medooy. | 6. (s1) khlia dodael? |
| 7. baat, khlia dodael. | 8. (s2) né?naa mun? |
| 9. look mun. | 10. (s2) khmae sruol rien. |
| 11. tee, cam thaa taam khñom:
'khmae sruol rien.' | 12. (s2) khmae sruol rien. |
| 13. baat, baan. | |

Variation Two: Man Teacher and Women Students

- | | |
|--|----------------------------|
| 1. soum bet siew-phiw. | 2. (ss) cah, look kruu. |
| 3. soum thaa taam khñom:
'khmae sruol rien.' | 4. (ss) khmae sruol rien. |
| 5. eylew soum thaa khlia nih mené? medooy. | 6. (s1) khlia dodael? |
| 7. baat, khlia dodael. | 8. (s2) né?naa mun? |
| 9. look sreay mun. | 10. (s2) khmae sruol rien. |
| 11. tee, cam thaa taam khñom:
'khmae sruol rien.' | 12. (s2) khmae sruol rien. |
| 13. baat, baan. | |

Variation Three: Woman Teacher and Men Students

- | | |
|--|----------------------------|
| 1. soum bet siew-phiw. | 2. (ss) baat, né? kruu. |
| 3. soum thaa taam khñom:
'khmae sruol rien.' | 4. (ss) khmae sruol rien. |
| 5. eylew, soum thaa khlia nih mené? medooy. | 6. (s1) khlia dodael? |
| 7. cah, khlia dodael. | 8. (s2) né?naa mun? |
| 9. look mun. | 10. (s2) khmae sruol rien. |
| 11. tee, cam thaa taam khñom:
'khmae sruol rien.' | 12. (s2) khmae sruol rien. |
| 13. cah, baan. | |

Variation four: Woman Teacher and Women Students

- | | |
|--|----------------------------|
| 1. soum bet siew-phiw. | 2. (ss) cah, né? kruu. |
| 3. soum thaa taam khñom:
'khmae sruol rien.' | 4. (ss) khmae sruol rien. |
| 5. eylew, soum thaa khlia nih
mené? medoon. | 6. (s1) khlia dodael? |
| 7. cah, khlia dodael. | 8. (s2) né?naa mun? |
| 9. look srey mun. | 10. (s2) khmae sruol rien. |
| 11. tee, cam thaa taam khñom:
'khmae sruol rien.' | 12. (s2) khmae sruol rien. |
| 13. cah, baan. | |

Drill A.

RESPONSE DRILLS

- | | |
|--|------------------------------|
| MODEL: <u>Teacher</u> : khlia dodael? (baat) | The same sentence? (Yes) |
| <u>Student</u> : baat, khlia dodael. | Yes, the same sentence. |
| 1. khlia dodael? (cah) | The same sentence? (Yes, F) |
| cah, khlia dodael. | Yes, the same sentence. |
| 2. siew-phiw dodael? (baat) | The same book? (Yes) |
| baat, siew-phiw dodael. | Yes, the same book. |
| 3. look kruu mun? (cah) | The teacher first? (Yes, F) |
| cah, look kruu mun. | Yes, the teacher first. |
| 4. né? kruu mun? (baat) | The teacher (F) first? (Yes) |
| baat, né? kruu mun. | Yes, the teacher first. |

Drill B.

- | | |
|--|-------------------------------------|
| MODEL: <u>Teacher</u> : né?naa mun? (look) | Who's first? (you) |
| <u>Student</u> : look mun. | You're first. |
| 1. né?naa mun? (look srey) | Who's first? (you, F) |
| look srey mun. | You're first. |
| 2. né?naa mun? (look kruu) | Who's first? (the teacher) |
| look kruu mun. | The teacher's first. |
| 3. né?naa mun? (né? kruu) | Who's first? (the teacher, F) |
| né? kruu mun. | The teacher's first. |
| 4. khlia naa mun? (khlia nih) | Which sentence is first? (this one) |
| khlia nih mun. | This sentence is first. |
| 5. siew-phiw naa mun? (nih) | Which book is first? (this one) |
| siew-phiw nih mun. | This book is first. |
| 6. né?naa mun? (khñom) | Who's first? (me) |
| khñom mun. | I'm first. |

FLUENCY DRILLS

Drill A: Expansion

1. soum thaa taam khñom.
2. soum thaa khlia nih taam khñom.
3. soum thaa khlia nih taam khñom mené? medoong.
4. eylew soum thaa khlia nih taam khñom mené? medoong.
5. eylew soum thaa khlia nih taam khñom mené? medoong: khmae sruol rien.
1. Please say it after me.
2. Please say this sentence after me.
3. Please say this sentence after me one at a time.
4. Now please say this sentence after me one at a time.
5. Now please say this sentence after me one at a time: Khmer is easy to learn.

Drill B: Reduction

1. eylew soum thaa khlia nih taam khñom mené? medoong: khmae sruol rien.
2. eylew soum thaa khlia nih taam khñom mené? medoong: khmae sruol rien.
3. eylew soum thaa taam khñom mené? medoong: khmae sruol rien.
4. eylew soum thaa taam khñom: khmae sruol rien.
5. soum thaa taam khñom: khmae sruol rien.
6. khmae sruol rien.
1. Now please say this sentence after me one at a time: Khmer is easy to learn.
2. Now please say this sentence after me one at a time: Khmer is easy to learn.
3. Now please say after me one at a time: Khmer is easy to learn.
4. Now please say after me: Khmer is easy to learn.
5. Please say after me: Khmer is easy to learn.
6. Khmer is easy to learn.

UNIT 2

BASIC DIALOGUE

[Items in brackets are stage directions, and are not to be repeated as part of the dialogue. The information given in the directions is also represented impressionistically in the transcription of the dialogue itself.]

Teacher to First Student

1. soum thaa medooj tiet: Please say it again:
'khmae sruol rien.' 'Khmer is easy to learn.'

First Student

2. ...khmae sruol rien... [tec-tec] ...Khmer is easy to learn... [softly]

Teacher to First Student

3. thaa aoy khlay ntec. Say it a little louder.
tec nah, khñom sdap min lli tee. It's too soft; I can't hear it.

First Student

4. khmae sruol rien!! [thaa khlay] Khmer is easy to learn!! [louder]
look lli tee? Can you hear it?

Teacher

5. baat (cah). né? bontóp: Yes. Next person:
'khmae sruol rien.' 'Khmer is easy to learn.'

Second Student

6. khmae...sruol...rien. [yit-yit] Khmer...is easy...to learn. [slowly]

Teacher to Second Student

7. kom thaa yit peek. Don't say it so slowly.
khom thaa aoy fóp ntec. Try saying it a little faster.

Second Student

8. khmae sruol rien. [thaa fóp] Khmer is easy to learn. [faster]

Teacher

9. baan l'oo. né? bontóp: Good. Next person:
'khmae sruol rien.' 'Khmer is easy to learn.'

Third Student

10. khmae sruol rien. [fóp nah] Khmer is easy to learn. [very fast]

Teacher to Third Student

11. fóp peek. khñom sdap min That's too fast. I can't
baan tee. understand it.

Third Student

12. khmae sruol rien. [thaa ñóp
lémóom] yit lémóom tee? Khmer is easy to learn. [Says it
at the right speed] Is that
slow enough?

Teacher to Third Student

13. baat, baan. Yes, that's all right.
eylew khñom sdap baan haey. Now I can understand you.

DIALOGUE FOR COMPREHENSION

Teacher [kruu boñrien]Students [koun seh]

- | | |
|---|--|
| 1. soum thaa medooñ tiet:
'khmae sruol rien.' | 2. ...khmae sruol rien... |
| 3. thaa aoy khlañ ntéc.
téc nah, khñom sdap min lli tee. | 4. khmae sruol rien!!
look lli tee? |
| 5. baat. né? bontóp: khmae sruol rien. | 6. khmae...sruol...rien. |
| 7. kom thaa yit peek.
khom thaa aoy ñóp ntéc. | 8. khmae sruol rien. |
| 9. baan l'oo. né? bontóp:
'khmae sruol rien. | 10. khmaesruolrien. |
| 11. ñóp peek. khñom sdap min baan tee. | 12. khmae sruol rien.
yit lémóom tee? |
| 13. baat, baan. eylew khñom sdap
baan haey. | |

NOTE: Word Order; Commands and Statements

Cambodian word order is deceptively similar to English word order, but will cause you trouble wherever you expect it to be exactly the same. Comparison of the two systems is further complicated by the fact that much depends on how you translate from one language to the other. For example, if you render /medooñ tiet/ as 'once more,' the Cambodian order is the same as the English; but if you render it as 'another time,' the order is different. The thing to keep in mind is this:

Cambodian word order is comprehensible only in terms of Cambodian sentences; English word order, in terms of English sentences. Attempts to compare the two systems, in order to be even moderately meaningful, must take into account the complete analyses of both systems. Translations are misleading.

Since students inevitably make such comparisons, however, and base their efforts to form new sentences on conclusions drawn from them, the grammar notes below (and in fact all the grammar notes in this book) are merely attempts to steer you in the right direction. It is highly likely that your ability to make correct inferences about word order will depend more on your performance in drills than on your understanding of the notes. If you are pressed for time, therefore, skip the notes and work on the drills in the tape laboratory.

In Units 1-2, at least two types of construction occur where the parallelism between the word orders of the two languages is apparently perfect:

1) In Commands, Auxiliary-Verb-Predicate

soum bet siew-phiw.	Please close the books.
cam thaa taam khñom.	Wait and repeat after me.
kom thaa yiit peek.	Don't say it so slowly.
khom thaa aoy ñóp nteç.	Try saying it a little faster.

Note, however, that when a positive command contains an adjective in its predicate, Cambodian usually has the item /aoy/ just before the adjective. /aoy/ means something like 'so that,' but has no real English equivalent in this type of construction. Here are some expanded examples with literal English translations:

soum thaa aoy khlaŋ nteç.	Please say it (so that it's) a little louder.
khom thaa meðoŋ tiet aoy yiit nteç.	Try saying it again (so that it's) a little slower.
thaa khlia dodaël aoy ñóp nteç.	Say the same sentence (so that it's) a little faster.

2) In Statements, Subject-Verb-Predicate

khmae sruol rien.	Khmer is easy to learn.
khñom sdap min lli tee.	I cannot hear.
eylew khñom sdap baan haey.	Now I can understand.

We will see in the next few units, however, that the analysis of all these sentences, though they seem to correspond with English word order, is quite different from that of their English translations. The structure of the Cambodian and English sentences, in fact, is just as different as that of noun modifier-phrases (see Notes, Unit 3), such as khlia dodaël 'the same sentence' and ne? bontóp 'next person.'

SUBSTITUTION DRILLS

Drill A:

1. soum thaa taam khñom.	Please say it after me.
2. <u>cam</u> thaa taam khñom.	<u>Wait and say</u> it after me.
3. <u>kom</u> thaa taam khñom.	<u>Don't say</u> it after me.
4. <u>khom</u> thaa taam khñom.	<u>Try saying</u> it after me.
5. <u>soum</u> thaa taam khñom.	<u>Please say</u> it after me.

Drill B:

1. soum thaa meðoŋ tiet.	Please say it again.
2. soum thaa <u>taam khñom</u> .	Please say it <u>after me</u> .
3. soum thaa <u>khlia nih</u> .	Please say <u>this sentence</u> .
4. soum thaa <u>mené? meðoŋ</u> .	Please say it <u>one at a time</u> .
5. soum thaa <u>meðoŋ tiet</u> .	Please say it <u>again</u> .

Drill C:

- | | |
|--------------------------------|---------------------------------|
| 1. kom thaa yit peek. | Don't say it so slowly. |
| 2. kom thaa <u>ñóp</u> peek. | Don't say it so <u>fast</u> . |
| 3. kom thaa <u>khlaŋ</u> peek. | Don't say it so <u>loud</u> . |
| 4. kom thaa <u>təc</u> peek. | Don't say it so <u>softly</u> . |
| 5. kom thaa <u>yit</u> peek. | Don't say it so <u>slowly</u> . |

Drill D:

- | | |
|-------------------------------------|--|
| 1. khom thaa aoy <u>ñóp</u> ntəc. | Try saying it a little faster. |
| 2. khom thaa aoy <u>khlaŋ</u> ntəc. | Try saying it a little <u>louder</u> . |
| 3. khom thaa aoy <u>yit</u> ntəc. | Try saying it a little <u>slower</u> . |
| 4. khom thaa aoy <u>təc</u> ntəc. | Try saying it a little <u>softer</u> . |
| 5. khom thaa aoy <u>ñóp</u> ntəc. | Try saying it a little <u>faster</u> . |

RESPONSE DRILL

(Respond as directed by commands)

<u>Command</u>	<u>Response</u>
1. soum thaa taam khñom: khmae sruol rien.	khmae sruol rien.
2. kom thaa taam khñom: khmae sruol rien.	(silence)
3. soum thaa taam khñom, khlia dodael.	khmae sruol rien.
4. soum thaa medoŋ tiet, khlia dodael.	khmae sruol rien.
5. cam thaa taam khñom: khmae sruol rien.	khmae sruol rien.
6. soum thaa medoŋ tiet, aoy khlaŋ ntəc.	KHMAE SRUOL RIEN.
7. soum thaa medoŋ tiet, aoy yit ntəc.	khmae ...sruol...rien.
8. yit peek. khom thaa aoy <u>ñóp</u> ntəc.	khmaesruolrien.
9. kom thaa <u>ñóp</u> peek. khom thaa aoy <u>ñóp</u> lemóom.	khmae sruol rien.
10. baan l'w. eylew soum thaa khlia dodael, aoy təc-təc.	...khmae sruol rien...
11. khñom sdap min lli tee. soum thaa medoŋ tiet aoy khlaŋ ntəc.	khmae sruol rien.
12. cam thaa taam khñom: khmae sruol rien.	khmae sruol rien.
13. baan l'w. eylew soum bet siew-phiw, thaa medoŋ tiet.	(close book) (repeat whole exercise with tape cues only)

UNIT 3

BASIC DIALOGUE

Teacher (kruu bonrien)

1. eylew soum baek siew-phiw look Now please open your books to page
tumpóa tii-buon. four.

First Student (koun seh tii-muoy)

2. siew-phiw naa? Which book?

Teacher

- siew-phiw lieq. The yellow book.

Second Student (koun seh tii-pii)

4. tumpóa tii-pemaan? Which page?

Teacher

5. tumpóa tii-buon. look kheefñ Page four. Do you see sentence
khlia tii-pii tee? number two?

Third Student (koun seh tii-bey)

6. khlia tii-bey? Sentence number three?

Teacher

7. tee, khlia mun ninq, khlia tii-pii. No, the sentence before that,
sentence number two.

8. look téq-oh khnia róó" kheefñ tee? Have you all found it?

Students (koun seh téq-oh)

9. baat (cah), kheefñ haey. Yes, I've found it.

Teacher

10. eylew meel bontót tii-bey, khlia Now look at line three of sentence
tii-pii. two.

First Student

11. bontót tii-pii? The second line?

Teacher

12. tee, bontót tii-bey. No, the third line.
bontót kraoy bon-oh. The last line of all.

First Student

13. ou, bontót nɿŋ!

Oh, that line!

DIALOGUE AND VARIATIONS FOR COMPREHENSION

The first dialogue given below is the basic dialogue, repeated for comprehension purposes. The next two dialogues include slight variations, mainly involving the numbers used; you will notice, however, that the internal consistency of the dialogue has not been changed. In order to understand the variations, you will have to control the following vocabulary items (the old items are all included for the sake of the pattern).

Vocabulary

siew-phɿw	'book'	muoy	'one'
mee-rien	'lesson'	pɿi	'two'
tumpóá	'page'	bɛy	'three'
khliá	'sentence'	buon	'four'
bontót	'line'	pram	'five'
kruu boŋrien	'teacher'	mun kee boŋ-oh	'first of all'
koun seh	'student'	mun nɿŋ	'before that'
né*	'person'	kraoy kee boŋ-oh	'last of all'
		kraoy nɿŋ	'after that'
		bontóp	'next'

DIALOGUE FOR COMPREHENSION

kruu boŋrien

koun seh (tɿi-muoy, tɿi-pɿi,
tɿi-bɛy, téŋ-oh)

- | | |
|---|-----------------------|
| 1. eylew soum baek siew-phɿw look
tumpóá tɿi-buon. | 2. siew-phɿw naa? |
| 3. siew-phɿw lɿɛŋ. | 4. tumpóá tɿi-pɛmaan? |
| 5. tumpóá tɿi-buon. look kheeff
khliá tɿi-pɿi tee? | 6. khliá tɿi-bɛy? |
| 7. tee, khliá mun nɿŋ, khliá tɿi-pɿi. | |
| 8. look téŋ-oh khniá róó? kheeff tee? | 9. baat, kheeff haey. |
| 10. eylew meel bontót tɿi-bɛy, khliá
tɿi-pɿi. | 11. bontót tɿi-pɿi? |
| 12. tee, bontót tɿi-bɛy.
bontót kraoy boŋ-oh. | 13. ou, bontót nɿŋ! |

Variation One:

- | | |
|---|---------------------------------|
| 1. eylew soum baek siew-phiw look
tumpóá tii-pram. | 2. siew-phiw naa? |
| 3. siew-phiw tii-muoy. | 4. tumpóá tii-pemaan? |
| 5. tumpóá tii-pram. look kheeñ
khliá tii-bey tee? | 6. khliá tii-pii? |
| 7. tee, khliá kraoy niq, khliá tii-bey. | |
| 8. look téq-oh khnia róó? kheeñ tee? | 9. baat, kheeñ haey, look kruu. |
| 10. eylew meel bontót tii-pii, khliá
tii-bey. | 11. bontót tii-bey? |
| 12. tee, bontót tii-pii, bontót mun niq. | 13. ou, bontót niq! |

Variation Two:

- | | |
|--|----------------------------|
| 1. eylew soum baek siew-phiw look
mee-rien tii-bey. | 2. siew-phiw naa? |
| 3. siew-phiw liq. | 4. mee-rien tii-pemaan? |
| 5. mee-rien tii-bey. look kheeñ khliá
tii-muoy tee? | 6. khliá tii-buon? |
| 7. tee, khliá mun kee boq-oh. | |
| 8. look róó? khliá tii-muoy kheeñ tee? | 9. ou, khliá niq! |
| 10. eylew meel bontót tii-pram, khliá
tii-muoy. | 11. bontót naa, look kruu? |
| 12. bontót tii-pram. bontót kraoy kee
boq-oh. | 13. cah, kheeñ haey. |

NOTE: Head-Modifier Constructions

In Unit Two we saw how Cambodian word order seems to parallel that of English in statements and commands. Let us now look at a type of construction in which Cambodian word order usually appears to be the reverse of English: the head-modifier construction. In Cambodian, the order of head-word (H) and its modifier (M) is always HM. In English, the corresponding construction is usually MH; examples of the order HM can usually be paraphrased to yield MH (e.g. 'once more' becomes 'another time.')

Refer back to the vocabulary lists given at the beginning of the 'Dialogue and Variations' section of this lesson. By combining each item in the left-hand column with each item in the right-hand column (and inserting /tii-/ before all numerals) you can produce eighty such head-modifier constructions, all of them having some possibility of occurrence in actual speech. The first combination, would be /siew-phiw tii-muoy/ 'the first book' and the last would be /ne? bontóp/ 'next person.' All such constructions involving a noun as the head-word are

noun-modifier constructions (NM). Here are some examples that you have already encountered, including a few which would not be generated from the vocabulary lists:

1) Noun-Modifier Constructions

Cambodian: NM

English: MN

khliá dōdæɭ.

The-same sentence.

siew-phiw look.

Your book.

bəntót mun kee bəŋ-əh.

The-very-first line.

né' bəntóp.

The-next person.

siew-phiw liəŋ.

The-yellow book.

tumpóá kraoy bəŋ-əh.

The-last page.

koun səh tii-pii.

The-second student.

You have also encountered another type of head-modifier construction in which an adjective is the head-word. The relationship to English word order is the same as in the case of the noun-modifier constructions.

2) Adjective-Modifier Constructions

Cambodian: AM

English: MA

yiit peek.

Too slow.

khlaŋ ntəc.

A-little louder.

fióp nah.

Very fast.

kraoy kee bəŋ-əh.

The-very last.

Examples in which the English word order can be the same as the Cambodian or different, depending on the translation, occur with both noun-modifier and adjective-modifier constructions.

3) Head-Modifier Constructions

Cambodian: HM

English: MH

(English: HM)

medəŋ tiet

another time

(once more)

fióp ləmóom

sufficiently fast

(fast enough)

khliá tii-pii

the-second sentence

(sentence two)

tumpóá tii-buon

the-fourth page

(page four)

look téŋ-əh khnia

all-of you

(you all)

mun kee bəŋ-əh

the-very first

(first of-all)

The thing to remember is that the order of Cambodian words does not depend on how they are translated into English, but on the structure of Cambodian itself. In the case of the head-modifier constructions, this is easy-- the head-word always precedes, and the modifier always follows; this is true at least of noun and adjective constructions (with verbs, it is a little more complex). In the drills which follow, we will concentrate only on the noun-modifier construction, leaving the adjective-modifier construction for later, when there is more vocabulary to work with.

SUBSTITUTION DRILLS

Drill A

- | | |
|-------------------------------------|-----------------------------------|
| 1. <u>soum baek</u> siew-phiw look. | Please open your books. |
| 2. <u>kom baek</u> siew-phiw look. | <u>Don't open</u> your books. |
| 3. <u>soum bet</u> siew-phiw look. | <u>Please close</u> your books. |
| 4. <u>kom bet</u> siew-phiw look. | <u>Don't close</u> your books. |
| 5. <u>soum meel</u> siew-phiw look. | <u>Please look at</u> your books. |
| 6. <u>kom meel</u> siew-phiw look. | <u>Don't look at</u> your books. |
| 7. <u>soum baek</u> siew-phiw look. | <u>Please open</u> your books. |

Drill B

- | | |
|--|--|
| 1. look kheeff <u>khlia tii-pii</u> tee? | Do you see sentence two? |
| 2. look kheeff <u>bantót</u> tii-pii tee? | Do you see <u>line</u> two? |
| 3. look kheeff <u>tumpóa</u> tii-pii tee? | Do you see <u>page</u> two? |
| 4. look kheeff <u>mee-rien</u> tii-pii tee? | Do you see <u>lesson</u> two? |
| 5. look kheeff <u>siew-phiw</u> tii-pii tee? | Do you see <u>book</u> two? |
| 6. look kheeff <u>koun seh</u> tii-pii tee? | Do you see <u>the second student</u> ? |
| 7. look kheeff <u>khlia</u> tii-pii tee? | Do you see <u>sentence two</u> ? |

Drill C

- | | |
|---|---|
| 1. eylew meel <u>khlia tii-pii</u> . | Now look at sentence two. |
| 2. eylew meel <u>khlia tii-muoy</u> . | Now look at <u>the first sentence</u> . |
| 3. eylew meel <u>khlia tii-bey</u> . | Now look at <u>sentence three</u> . |
| 4. eylew meel <u>khlia tii-pram</u> . | Now look at <u>sentence five</u> . |
| 5. eylew meel <u>khlia mun nuh</u> . | Now look at <u>the sentence before that</u> . |
| 6. eylew meel <u>khlia kraoy bon-oh</u> . | Now look at <u>the last sentence</u> . |
| 7. eylew meel <u>khlia tii-buon</u> . | Now look at <u>sentence four</u> . |
| 8. eylew meel <u>khlia tii-pii</u> . | Now look at <u>sentence two</u> . |

RESPONSE DRILLS

Drill A

- | | |
|---|--|
| MODEL: <u>Teacher</u> : khlia tii-pram? (tee, mun niq) | Sentence five? (no, before that) |
| <u>Student</u> : tee, khlia mun niq, khlia tii-buon. | No, the sentence before that, sentence four. |
| 1. khlia tii-buon? (tee, mun niq)
tee, khlia mun niq, khlia tii-bey. | Sentence four? (no, before that)
No, the one before that, sentence three. |
| 2. khlia tii-bey? (tee, mun niq)
tee, khlia mun niq, khlia tii-pii. | Sentence three? (no, before that)
No, the one before that, sentence two. |

3. khlia tii-pii? (tee, mun kee bəŋ-əh)
tee, khlia mun kee bəŋ-əh, khlia
tii-muoy.
4. khlia tii-muoy? (tee, kraoy kee
bəŋ-əh, pram)
tee, khlia kraoy kee bəŋ-əh, khlia
tii-pram.

Sentence two? (no, first of all)
No, the first sentence of all,
sentence one.

Sentence one? (no, last of all,
five)

No, the last sentence of all,
sentence five.

Drill B

MODEL: Teacher: tumpóa tii-muoy?
(tee, kraoy)

Student: tee, tumpóa kraoy nɨŋ,
tumpóa tii-pii.

Page one? (no, after that)

No, the page after that,
page two.

1. tumpóa tii-pii? (tee, kraoy)
tee, tumpóa kraoy nɨŋ, tumpóa tii-bəy.

Page two? (no, after that)

No, the one after that, page
three.

2. tumpóa tii-bəy? (tee, kraoy)
tee, tumpóa kraoy nɨŋ, tumpóa
tii-buon.

Page three? (no, after that)

No, the one after that, page
four.

3. tumpóa tii-buon? (tee, kraoy kee
bəŋ-əh, pram)
tee, tumpóa kraoy kee bəŋ-əh, tumpóa
tii-pram.

Page four? (no, last of all,
five)

No, the last page of all, page
five.

4. tumpóa tii-pram? (tee, mun kee bəŋ-əh)
tee, tumpóa mun kee bəŋ-əh, tumpóa
tii-muoy.

Page five? (no, first of all)

No, the first page of all,
page one.

Drill C

MODEL: Teacher: koun seh tii-muoy?
(tee, bəntóp)

Student: tee, né? bəntóp, koun
seh tii-pii.

The first student? (no,
next one)

No, the next one, the
second student.

1. koun seh tii-pii? (tee, bəntóp)
tee, né? bəntóp, koun seh tii-bəy.

The second student? (no, next
one)

No, the next one, the third
student.

2. koun seh tii-bəy? (tee, bəntóp)
tee, né? bəntóp, koun seh tii-buon.

The third student? (no, next one)

No, the next one, the fourth
student)

3. koun seh tii-buon? (tee, bəntóp)
tee, né? bəntóp, koun seh tii-pram.

The fourth student? (no, next
one)

No, the next one, the fifth
student.

4. koun səh tii-pram? (tee, kruu
bɔŋrien)
tee, kruu bɔŋrien.

The fifth student? (no, the
teacher)
No, the teacher.

Drill D

MODEL: Teacher: siew-phiw naa? (liɛŋ)
Student: siew-phiw liɛŋ.

Which book? (yellow)
The yellow book.

1. mee-rien tii-pemaan? (pram)
mee-rien tii-pram.
2. tumpóa tii-pemaan? (kraoy kee bɔŋ-ɔh)
tumpóa kraoy kee bɔŋ-ɔh.
3. khliá tii-pemaan? (buon)
khliá tii-buon.
4. bontót naa? (mun bɔŋ-ɔh)
bontót mun bɔŋ-ɔh.
5. koun səh naa? (bɛy)
koun səh tii-bɛy.
6. siew-phiw naa? (liɛŋ)
siew-phiw liɛŋ.

Which lesson? (five)
The fifth lesson.

Which page? (the last)
The last page.

Which sentence? (four)
Sentence four.

Which line? (the very first)
The very first line.

Which student? (the third)
The third student.

Which book? (yellow)
The yellow book.

UNIT 4

BASIC DIALOGUE

Teacher

1. bontót nŋ meel thaa mɛc? How does that line read?

First Student

2. meel thaa: khmaɛ sruol rien. It reads: 'Khmer is easy to learn.'

Teacher

3. pia? ɛy kraoy kee bɔŋ-ɔh, khnoŋ What word is last of all in the
bontót nŋ? line?

Second Student

4. pia? kraoy kee bɔŋ-ɔh kɪɪ 'rien'. The word 'learn' is last of all.

Teacher

5. haey pia? mun pia? nŋ? And the word before that?

Third Student

6. pia? mun nŋ kɪɪ 'sruol'. The word before that is 'easy'.

Teacher

7. trəw haey. haey pia? ɛy mun That's correct. And what's the
kee bɔŋ-ɔh? very first word?

Fourth Student

8. pia? mun kee bɔŋ-ɔh kɪɪ 'khmaɛ'. The very first word is 'Khmer'.

Teacher

9. khliɑ nŋ, look téŋ-ɔh khniɑ yúl tee? Do you all understand this sentence?

Students

10. baat, yúl haey. Yes, We understand it.

First Student

11. khliɑ nih ŋiey yúl nah. This sentence is very easy to
understand.

Teacher

12. min pibaa? tee. It's not difficult.

DIALOGUE FOR COMPREHENSION

kruu bəŋrienkoun səh

- | | |
|---|--|
| 1. bəntót nɨŋ məəl thaa məc? | 2. məəl thaa: khmaɛ sruol rɛn. |
| 3. pia? ɛy kraoy kee bəŋ-ɔh, khnoŋ
bəntót nɨŋ? | 4. pia? kraoy kee bəŋ-ɔh kɪɪ
'rɛn'. |
| 5. haey pia? mun pia? nɨŋ? | 6. pia? mun nɨŋ kɪɪ 'sruol'. |
| 7. trəw haey. haey pia? ɛy mun kee bəŋ-ɔh? | 8. pia? mun kee bəŋ-ɔh kɪɪ
'khmaɛ'. |
| 9. khliɑ nɨŋ, look tɛŋ-ɔh khniɑ yúl tee? | 10. baat, yúl haey. |
| 12. mɪn piɑɑ? tee. | 11. khliɑ niɪ ɲiɛy yúl nah. |

NOTE: Questions and Answers

Questions in Cambodian are constructed in several different though related ways, but all have a common feature: the general question intonation. The pitch contour of this intonation sounds very much like that of a common type of American English yes-no question: high pitch starting on the last stressed syllable of the sentence, and rising still higher from that point on, no matter how many syllables may follow. In no type of Cambodian question is there any inversion of word order such as that required in English ('Is he going?'-- 'Yes, he's going.' 'What's he doing?'-- 'He's working,' etc.)

We can distinguish three types of Cambodian questions in the material covered to date; these are described in Notes 1-3 below.

1) Confirmation Questions

If the question simply requires confirmation of an assumption, and contains no verb predicate (for example, a noun with or without modifiers), the question is usually made with the intonation contour alone (represented in this text by /?/). A 'yes' answer to this type of question usually includes a repetition of the original phrase, this time with statement intonation (represented by /./). A 'no' answer simply includes the correct information, also with statement intonation. Examples:

<u>Question</u>	<u>'Yes' answer</u>	<u>'No' answer</u>
khliɑ dɔdaɛl?	baat, khliɑ dɔdaɛl.	tee, khliɑ mun.
The same sentence?	Yes, the same sentence.	No, the sentence before.
bəntót tɪi-pii?	baat, bəntót tɪi-pii.	tee, bəntót tɪi-bey.
Line two?	Yes, line two.	No, line three.
khñom mun?	baat, look mun.	tee, khñom mun.
Me first?	Yes, you first.	No, me first.

2) Yes-No Questions

If the question can be answered 'yes' or 'no' but contains a positive verb predicate (i.e. at least one verb or adjective, with no prior negative), the normal form of the question is the general question intonation with the addition of an unstressed tee at the very end (the whole complex being written /tee?/). Positive responses to yes-no questions usually contain at least part of the original predicate, sometimes all of it, and may also be followed by the particle haey 'already'. Negative responses require the placement of a negative such as min before the proper element of the predicate (this is a complicated matter which will be taken up in connection with verb constructions), and the particle tee at the very end of the sentence. Both positive and negative responses have the statement intonation. Examples:

<u>Question</u>	<u>'Yes' answer</u>	<u>'No' answer</u>
look l11 tee? Do you hear?	baat, l11. Yes, I hear.	tee, min l11 tee. No, I don't hear.
look sdap l11 tee? Can you hear?	baat, (sdap) l11. Yes, I can.	tee, (sdap) min l11 tee. No, I can't.
look téŋ-oh khnia yúl tee? Do you all understand?	baat, yúl haey. Yes, (we) do.	tee, min yúl tee. No, (we) don't.
look kheeff khlia tii-pii tee? Do you see sentence two?	baat, kheeff haey. Yes, I see it.	tee, min kheeff tee. No, I don't see it.
look róo? tumpóa tii-buon kheeff tee? Have you found page four?	baat, roo? kheeff haey. Yes, I've found it.	tee, róo? min kheeff tee. No, I haven't found it.

3) Information Questions

The third type of question involves a word of the 'who--what--when--where--why' type: an interrogative word. Cambodian questions of this type differ from their English counterparts in two important respects: a) they have the standard question intonation, just like confirmation and yes-no questions; b) the placement of the interrogative word is in the exact spot where the information requested will occur in the full answer (rather than at the beginning of the sentence, as it must be in English). So far we have encountered five of the Cambodian interrogative words:

naa	'which'	tii-pemaan	'which (in a definite series)'
ey	'what'	méc	'how'
né'naa	'who'		

Answers to information questions containing these words may begin with baat or cah (or even tee), but all that is essential is the supplying of the information requested. Sometimes part or all of the remaining context of the question is repeated (as it can be in English). The examples below illustrate short and full answers to typical information questions; note the relative positions of the interrogative words in the questions, and of the information supplied in the full answers.

Examples:

<u>Question</u>	<u>Short Answer</u>	<u>Full Answer</u>
né'nnaa mun? Who's first?	look. You.	look mun. You're first.
look khөөn né'nnaa? Who do you see?	kruu bəŋrien. The teacher.	khñom khөөn kruu bəŋrien. I see the teacher.
look kruu khөөn né'nnaa? Who does the teacher see?	khñom. Me.	look kruu khөөn khñom. The teacher sees me.
pia? ey mun kee bəŋ-oh? What word is first of all?	khmae. 'Khmer'	pia? khmae, mun kee bəŋ-oh. The word 'Khmer' is first.
look khөөn ey? What do you see?	siew-phiw. The book.	khñom khөөn siew-phiw. I see the book.
look rōo? siew-phiw ey? Which book are you looking for?	siew-phiw liəŋ. The yellow book.	khñom rōo? siew-phiw liəŋ. I'm looking for the yellow book.
look sdap khlia tii-pemaan? Which sentence are you listening to?	khlia tii-pram. Sentence five.	khñom sdap khlia tii-pram. I'm listening to sentence five.
bəntót nɨŋ meel thaa meɕ? How does that line read?	khmae sruol rien. Khmer is easy to learn.	meel thaa: khmae sruol rien. It reads: 'Khmer is easy to learn.'

RESPONSE DRILLS

Drill A.

MODEL: <u>Teacher:</u> khlia dōdaɛl? (baat)	The same sentence? (yes)
<u>Student:</u> baat, khlia dōdaɛl.	Yes, the same sentence.
<u>Teacher:</u> (tee, mun)	(no, before that)
<u>Student:</u> tee, khlia mun nɨŋ.	No, the sentence before that.
1. siew-phiw liəŋ? (baat)	The yellow book? (yes)
baat, siew-phiw liəŋ.	Yes, the yellow book.
(tee, nih)	(no, this one)
tee, siew-phiw nih.	No, this book.
2. khñom mun? (baat)	Me first? (yes)
baat, look mun.	Yes, you first.

(tee, look kruu)
tee, look kruu mun.

(no, the teacher)
No, the teacher first.

3. bontót tii-buon? (baat)
baat, bontót tii-buon.
(tee, muoy)
tee, bontót tii-muoy.

Line four? (yes)
Yes, line four.
(no, one)
No, line one.

4. pia? mun pia? niŋ? (baat)
baat, pia? mun pia? niŋ.
(tee, kraoy)
tee, pia? kraoy pia? niŋ.

The word before that word? (yes)
Yes, the word before that word.
(no, after)
No, the word after that word.

Drill B.

- MODEL: Teacher: look l11 tee? (l11)
Student: baat, khñom l11.
Teacher: (min l11 tee)
Student: tee, khñom min l11 tee.

Do you hear? (hear)
Yes, I hear.
(not hear)
No, I don't hear.

1. look yúl tee? (yúl haey)
baat, khñom yúl haey.
(min yúl tee)
tee, khñom min yúl tee.

Do you understand? (understand
already)
Yes, I understand.
(not understand)
No, I don't understand.

2. look sdap l11 tee? (sdap l11)
baat, khñom sdap l11.
(sdap min l11 tee)
tee, khñom sdap min l11 tee.

Can you hear? (listen hear)
Yes, I can hear.
(listen not hear)
No, I can't hear.

3. look sdap baan tee? (sdap baan)
baat, khñom sdap baan haey.
(sdap min baan tee)
tee, khñom sdap min baan tee.

Can you understand? (listen get)
Yes, I can understand.
(listen not get)
No, I can't understand.

4. look kheef tee? (kheef haey)
baat, khñom kheef haey.
(min kheef tee)
tee, khñom min kheef tee.

Do you see? (see already)
Yes, I see.
(not see)
No, I don't see.

- | | |
|---|--|
| 5. look róo? kheeffi tee? (róo? kheeffi haey)
baat, khñom róo? kheeffi haey.
(róo? min kheeffi tee)
tee, khñom róo? min kheeffi tee. | Have you found it? (find already)
Yes, I've found it.
(look for not see)
No, I can't find it. |
| 6. pia? nih trew tee? (trew haey)

baat, pia? nih trew haey.
(min trew tee)
tee, pia? nih min trew tee. | Is this word right? (right
already)
Yes, that word is right.
(not right)
No, that word is not right. |

Drill C.

MODEL: Teacher: né'naa mun? (koun seh)
Student: koun seh mun.

Who's first? (students)

The students are first.

1. look kheeffi né'naa?
khñom kheeffi look kruu.

Who do you see? (the teacher)
I see the teacher.

2. né'naa thaa kraoy kee bəŋ-oh?
(koun seh tii-pram)
koun seh tii-pram thaa kraoy kee
bəŋ-oh.

Who speaks last of all?
(the fifth student)

The fifth student speaks last
of all.

3. look meel siew-phiw naa? (liəŋ)
khñom meel siew-phiw liəŋ.

Which book are you looking at?
(yellow book)
I'm looking at the yellow book.

4. pia? sy mun kee bəŋ-oh? (sruol)
pia? sruol mun kee bəŋ-oh.

What is the first word of all?
(the word 'easy')
The word 'easy' is the first
word of all.

5. look róo? sy? (tumpóa tii-bey)
khñom róo? tumpóa tii-bey.

What are you looking for?
(page three)
I'm looking for page three.

6. look róo? khliá tii-pemaan?
(khliá tii-pii)
khñom róo? khliá tii-pii.

Which sentence are you looking
for? (sentence two)
I'm looking for sentence two.

7. khliá tii-pii meel thaa məc?
(khñom yúl haey)
khliá tii-pii meel thaa: khñom
yúl haey.

How does sentence two read?
('I understand now.')
Sentence two says: 'I understand
now.'

Drill D (Respond as directed)

Teacher	Student
1. eylew soum baek siew-phiw look.	baat, look kruu. [book should be open]
2. look kheeff tumpóa tii-bey tee? (baat)	baat, kheeff haey.
3. look kheeff khlia tii-muoy tee? (baat)	baat, kheeff haey.
4. look kheeff bontót tii-pii tee? (baat)	baat, kheeff haey.
5. bontót nı̄ meel thaa mec? (khñom sdap baan)	bontót nı̄ meel thaa: khñom sdap baan.
6. soum thaa taam khñom: khñom sdap baan.	khñom sdap baan.
7. khlia nih, look yúl tee? (baat)	baat, yúl haey.
8. soum thaa mēdōō tı̄et, khlia dōdāēl.	khñom sdap baan.
9. pia? ey kraoy kee bōŋ-ōh khnoŋ khlia nih?	pia? kraoy kee bōŋ-ōh kii 'baan'.
10. haey pia? mun pia? 'baan'?	pia? mun pia? 'baan' kii pia? 'sdap'.
11. haey pia? ey mun kee bōŋ-ōh?	pia? mun kee bōŋ-ōh kii 'khñom'.
12. eylew thaa khlia tēŋ-ōh nuh mēdōō tı̄et.	khñom sdap baan.
13. thaa khlia dōdāēl, kom thaa pia? 'khñom'.	sdap baan.
14. thaa khlia dōdāēl, kom thaa pia? 'baan'.	khñom sdap.
15. eylew soum bet siew-phiw look.	baat, look kruu. [book should be closed]

FLUENCY DRILLS

Drill A. Expansion

1. look kheeff tee?
 2. look rōo? kheeff tee?
 3. look rōo? mee-rien tii-bey kheeff tee?
 4. look rōo? mee-rien tii-bey khnoŋ siew-phiw liēŋ kheeff tee?
 5. look tēŋ-ōh khnia rōo? mee-rien tii-bey khnoŋ siew-phiw liēŋ kheeff tee?
 6. look tēŋ-ōh khnia rōo? khlia kraoy bōŋ-ōh, mee-rien tii-bey khnoŋ siew-phiw liēŋ, kheeff tee?
-
1. Do you see it?
 2. Have you found it?
 3. Have you found lesson three?
 4. Have you found lesson three in the yellow book?
 5. Have you all found lesson three in the yellow book?
 6. Have you all found the very last sentence of lesson three in the yellow book?

Drill B. Reduction

1. look téŋ-oh khnia róo? khlia kraoy boŋ-oh, mee-rien tii-bey khnon siew-phiw liet, kheef tee?
 2. look téŋ-oh khnia róo? khlia kraoy boŋ-oh, mee-rien tii-bey, kheef tee?
 3. look róo? khlia kraoy boŋ-oh, mee-rien tii-bey, kheef tee?
 4. look róo? khlia kraoy boŋ-oh kheef tee?
 5. look róo? kheef tee?
 6. look kheef tee?
-
1. Have you all found the very last sentence of lesson three in the yellow book?
 2. Have you all found the very last sentence of lesson three?
 3. Have you found the very last sentence of lesson three?
 4. Have you found the very last sentence?
 5. Have you found it?
 6. Do you see it?

UNIT 5

NARRATION

1. kruu bəŋrien aoy koun səh téŋ-oh khnia bet siew-phiw.
2. haey koun səh thaa taam kruu bəŋrien próom khnia: khmae sruol rien.
3. ruoc haey, kruu bəŋrien aoy koun səh thaa taam méné? mēdoŋ.
4. taε mian koun səh méné? suo thaa: look kruu cəŋ aoy thaa khlia dōdaεl?
5. kruu bəŋrien chlaey thaa: baat, khlia dōdaεl.
6. mian koun səh méné? tiet suo: look kruu cəŋ aoy né?naa thaa mun?
7. kruu bəŋrien chlaey thaa: khñom cəŋ aoy look thaa mun.

1. The teacher has all the students close their books.
2. And the students repeat after the teacher all together: 'Khmer is easy to learn.'
3. Then the teacher has the students repeat one at a time.
4. But there is one student who asks: 'Do you want (us) to say the same sentence?'
5. The teacher replies: 'Yes, the same sentence.'
6. Another student asks: 'Who do you want to speak first?'
7. The teacher replies: 'I want you to speak first.'

- - - - -

8. haey koun səh téŋ-oh khnia thaa taam kruu méné? mēdoŋ.
9. koun səh daεl thaa taam tēc-tēc nuh, kruu prap aoy thaa khlaŋ ntec.
10. koun səh daεl thaa taam yit-yit nuh, kruu prap aoy thaa nóp lēmóom.
11. koun səh téŋ-oh khnia khom thaa taam kruu khlaŋ lēmóom, haey nóp lēmóom.
12. thaa tēc nah, kruu sdap min lli tee.
13. thaa nóp peek, kruu sdap min baan tee.

8. And all the students repeat after the teacher one at a time.
9. A student who repeats softly, the teacher tells to say it a little louder.
10. A student who repeats slowly, the teacher tells to say at the right speed.
11. All the students try to repeat after the teacher loud enough and fast enough.
12. Say it very softly, the teacher can't hear.
13. Say it too fast, the teacher can't understand.

- - - - -

14. kraoy móo?, kruu bəŋrien aoy koun səh baek siew-phiw viñ.
15. kee niŋ rien siew-phiw liəŋ, tumpóa tii-buon, khlia tii-pii, bontót tii-bey.
16. koun səh daεl min yúl, suo somnuo tiw kruu.
17. kee suo thaa: siew-phiw naa, tumpóa tii-pemaan, khlia tii-pemaan, bontót tii-pemaan?
18. kruu bəŋrien chlaey somnuo kee.
19. haey koun səh téŋ-oh khnia róo? bontót niŋ khēñ.

14. Later, the teacher has the students open their books up again.
15. They are going to study the yellow book, page four, sentence two, line three.

16. The students that don't understand ask questions of the teacher.
17. They ask: which book, what page, which sentence, which line?
18. The teacher answers their questions.
19. And all the students finally find the line.

- - - - -

20. kruu suo: bontót ninq meel thaa mec?
21. koun seh mené chlaey thaa: meel thaa khmae sruol rien.
22. haey kruu boqrien suo somnuo tiet.
23. kee suo thaa: pia? kraoy kee boq-oh kii pia? ey? pia? mun ninq kii pia? ey? pia? mun boq-oh kii pia? ey?
24. koun seh chlaey somnuo kruu mené? medooq, kee chlaey trew téq-oh khnia.
25. kruu boqrien kheef thaa kee yul khlia ninq téq-oh khnia.

20. The teacher asks: 'How does that line read?'
21. A student answers: 'It reads 'Khmer is easy to learn.'
22. And the teacher asks more questions.
23. He asks: 'What's the last word of all? What's the word before that? What's the first word of all?'
24. The students answer the teachers questions one at a time; they all answer correctly.

NOTE: Narrative Style

You will have noticed that the content of the Narration above is almost exactly the same as that of the first four Basic Dialogues; only the style is different. Instead of a series of actual conversations, with the speakers identified only in the book, we now have an account of the conversations as told by a single person. The narrator, moreover, must use two kinds of words not found in the original conversations: 1) procedural verbs, especially those of speaking, 2) procedural conjunctions, indicating the transitions between successive sentences. Also, of course, he must identify in some way each person who speaks, indicating when he begins and when he stops. Following is the new vocabulary thus introduced (old words included for patterning):

1) Procedural Verbs and Adjectives

thaa	to say, speak;	mené? medooq	one at a time
	as follows		
prap	to tell	próom khnia	all together
suo	to ask	coq	to want
(somnuo)	(question)	coq aoy	to want to have
chlaey	to answer	mian... mené?	there is a... (person)
tiw kruu	to the teacher	mian... mené tiet	there is another... (person)
tiw kót	to him		

2) Procedural Conjunctions and Adverbs

haey	and, then	kraoy móo?	later
ruoc haey	after that, then	dael	which, who
tae	but	viñ	again, back
haey ninq	and (in a series)	tiet	more, other

Aside from the new vocabulary, of course, there are many purely grammatical changes made in the narrative style. For example, note the use of aoy in sentences 1, 3, 4, 6, 7, 9, 10, etc. The common feature of these sentences is that they correspond to commands or requests in direct discourse; the meaning of this /aoy/ is 'to have someone do something' (note its other use in direct commands--e.g. /thaa aoy khlan/ 'Say it loud.'). Another grammatical aspect of the narrative style is the occurrence of doubled adjectives: /yiit-yiit/ 'slowly.' This doubling process is characteristic of adjectives in statements, provided they are not the main element of the predicate, and provided they are not themselves modified.

3) Examples of Doubled Adjectives

ñóp	to be fast	ñóp-ñóp	rapidly	ñóp nah	very fast
yiit	to be slow	yiit-yiit	slowly	yiit ntéc	a little slower
khlan	to be loud, strong	khlan-khlan	loudly	khlan lemóom	loud enough
téc	to be small, few	téc-téc	softly	téc nah	very softly

EXERCISE

(Repeat the Basic Dialogues of Units 1-4)

The teacher will then read aloud from the Basic Dialogues, pausing after each sentence or group of sentences and calling on one of the students to give (but not read) the same information in narrative style. Example (Unit 1.1.):

Teacher: soum bet siew-phiw.

Student: kruu bongrien aoy koun seh téq-oh khnia bet siew-phiw.

Next, the teacher will read aloud from the Narration, pausing to designate certain students to act out in dialogue form the portion he has just read. If the dialogues have been memorized properly, the exercise should go very smoothly.

PROGRESSIVE SUBSTITUTION DRILLS

Drill A

- | | |
|---|---|
| 1. khlia nih, look téq-oh khnia
yúl tee? | Do you all understand this sentence? |
| 2. khlia nih, look téq-oh khnia
<u>sdap lli</u> tee? | <u>Did</u> you all <u>hear</u> this sentence? |
| 3. khlia nih, <u>né? kruu</u> sdap lli
tee? | Did <u>the teacher</u> (F) hear this
sentence? |
| 4. somnuo khñom, né? kruu sdap
lli tee? | Did the teacher (F) hear <u>my question</u> ? |
| 5. somnuo khñom, né? kruu <u>sdap</u>
<u>baan</u> tee? | Did the teacher (F) <u>understand</u> my
question? |
| 6. somnuo khñom, <u>look sréy</u> sdap
baan tee? | Did <u>you</u> (F) understand my question? |

- | | |
|---|--|
| 7. <u>bontót tii-pii</u> , look srey sdap
baan tee? | Did you (F) understand <u>line two</u> ? |
| 8. bontót tii-pii, look srey <u>róo</u> ?
<u>khæñ</u> tee? | <u>Have</u> you (F) <u>found</u> line two? |
| 9. bontót tii-pii, <u>look téng-oh khnia</u>
<u>róo</u> ? <u>khæñ</u> tee? | Have <u>you all</u> found line two? |
| 10. <u>khlia nih</u> , look <u>téng-oh khnia</u> <u>róo</u> ?
<u>khæñ</u> tee? | Have you all found <u>this sentence</u> ? |
| 11. khlia nih, look <u>téng-oh khnia</u>
<u>yúl</u> tee? | <u>Do</u> you all <u>understand</u> this sentence? |

Drill B

- | | |
|---|---|
| 1. pia? kraoy kee bəŋ-oh kii 'rien'. | The last word of all is 'learn'. |
| 2. pia? <u>kraoy pia? niŋ</u> kii 'rien'. | The word <u>after that</u> is 'learn'. |
| 3. pia? kraoy pia? niŋ <u>mæel thaa mæc</u> ? | The word after that <u>reads how</u> ? |
| 4. pia? <u>mun pia? niŋ</u> mæel thaa mæc? | The word <u>before that</u> reads how? |
| 5. pia? mun pia? niŋ mæel thaa 'sruol'. | The word before that <u>reads 'easy'</u> . |
| 6. pia? mun pia? niŋ <u>kii 'sruol'</u> . | The word before that <u>is 'easy'</u> . |
| 7. pia? <u>mun kee bəŋ-oh</u> kii 'sruol'. | The <u>first word of all</u> is 'easy'. |
| 8. pia? mun kee bəŋ-oh <u>kii 'khmae'</u> . | The first word of all <u>is 'Khmer'</u> . |
| 9. pia? mun kee bəŋ-oh <u>kii pia? ey?</u> | The first word of all <u>is what word</u> ? |
| 10. pia? <u>kraoy kee bəŋ-oh</u> kii pia? ey? | The <u>last word of all</u> is what word? |
| 11. pia? kraoy kee bəŋ-oh kii pia?
<u>'rien'</u> . | The last word of all is ' <u>learn</u> '. |

Drill C

- | | |
|--|---|
| 1. look kruu cəŋ aoy khñom thaa
khlia naa? | Which sentence do you want me to
say (teacher)? |
| 2. look kruu cəŋ aoy khñom <u>mæel</u>
khlia naa? | Which sentence do you want me <u>to</u>
<u>read</u> ? |
| 3. look kruu cəŋ aoy <u>koun seh</u> mæel
khlia naa? | Which sentence do you want <u>the</u>
<u>students</u> to read? |
| 4. look kruu cəŋ aoy koun seh mæel
<u>siew-phiw naa</u> ? | <u>Which book</u> do you want the students
to read? |

- | | |
|--|---|
| 5. look kruu <u>prap aoy</u> koun seh meel
siew-phiw naa? | Which book <u>did you tell</u> the students
to read? |
| 6. look kruu prap aoy koun seh <u>baek</u>
siew-phiw naa? | Which book did you tell the students
<u>to open</u> ? |
| 7. look kruu prap aoy koun seh baek
<u>tumpóa naa</u> ? | <u>Which page</u> did you tell the students
to open to? |
| 8. look kruu <u>cəŋ aoy</u> koun seh baek
tumpóa naa? | Which page <u>do you want</u> the students
to open to? |
| 9. look kruu cəŋ aoy koun seh <u>róo</u> ?
tumpóa naa? | Which page do you want the students
<u>to look for</u> ? |
| 10. look kruu cəŋ <u>aoy khñom</u> róo?
tumpóa naa? | Which page do you want <u>me</u> to look
for? |
| 11. look kruu cəŋ aoy khñom róo?
<u>khlia naa</u> ? | <u>Which sentence</u> do you want me to
look for? |
| 12. look kruu cəŋ aoy khñom <u>thaa</u>
khlia naa? | Which sentence do you want me <u>to</u>
<u>say</u> ? |

TRANSFORMATION DRILLS

Drill A. Doubling the Adjective

- MODEL: Teacher: khom thaa aoy ñóp ntəc. Try to say it a little faster.
Student: koun seh niŋ thaa That student is saying it slowly.
yíit-yíit.
- | | |
|---|--|
| 1. khom chlaey aoy <u>ñóp</u> ntəc.
koun seh niŋ chlaey yíit-yíit. | Try to answer a little faster.
That student is answering slowly. |
| 2. khom meel aoy khlaŋ ntəc.
koun seh niŋ meel təc-təc. | Try to read a little louder.
That student is reading softly. |
| 3. khom thaa aoy khlaŋ ntəc.
koun seh niŋ thaa təc-təc. | Try to say it a little louder.
That student is saying it softly. |
| 4. khom suo sɔmnuo aoy pibaa? ntəc.
koun seh niŋ suo sɔmnuo sruol-sruol. | Try to ask harder questions.
That student is asking easy questions. |

Drill B. Describing CommandsMODEL: Teacher: soum bet siew-phiw.Student: kruu coŋ aoy bet
siew-phiw.

Please close the books.

The teacher wants the books
closed.

1. soum baek siew-phiw.

kruu coŋ aoy baek siew-phiw.

Please open the books.

The teacher wants the books opened.

2. soum chlaey somnuo khñom.

kruu coŋ aoy chlaey somnuo kót.

Please answer my question.

The teacher wants his question
answered.

3. soum look téŋ-oh thaa khlia dodael.

kruu coŋ aoy koun seh téŋ-oh thaa
khlia dodael.All of you please say the same
sentence.The teacher wants all the students
to say the same sentence.

4. né? bontóp, soum thaa medcoŋ tiet.

kruu coŋ aoy né? bontóp thaa
medcoŋ tiet.

Next person, please say it again.

The teacher wants the next person
to say it again.Drill C. Moving the Object of the VerbMODEL: Teacher: khlia nih, look téŋ-oh
khnia yúl tee?Student: look téŋ-oh khnia yúl
khlia nih tee?This sentence, do you all
understand?Do you all understand this
sentence?

1. pia? nih, né? kruu sdap lli tee?

né? kruu sdap pia? nih lli tee?

This sentence, can you hear it,
teacher (F)?

Can you hear this sentence?

2. somnuo khñom, look sreŋ sdap baan
tee?

look sreŋ sdap somnuo khñom baan tee?

My question, did you (F) understand
it?

Did you understand my question?

3. bontót tii-pii, look róo? kheeñ tee?
look róo? bontót tii-pii kheeñ tee?

Line two, have you found it?

Have you found line two?

4. mee-rien nih, look téŋ-oh khnia
yúl tee?look téŋ-oh khnia yúl mee-rien
nih tee?This lesson, do you all understand
it?

Do you all understand this lesson?

EQUIVALENCE DRILLS

Drill A. Reversing Negative Commands.

- MODEL: Teacher: kom thaa yit peek. Don't say it so slowly.
Student: khom thaa aoy n'óp ntec. Try saying it faster.
1. kom chlaey yit peek. Don't answer so slowly.
 khom chlaey aoy n'óp ntec. Try answering faster.
2. kom meel n'óp peek. Don't read so fast.
 khom meel aoy yit ntec. Try reading slower.
3. kom thaa t'ec peek. Don't say it so softly.
 khom thaa aoy khlañ ntec. Try saying it louder.
4. kom suo somnuo sruol peek. Don't ask such easy questions.
 khom suo somnuo aoy pibaa' ntec. Try asking harder questions.

Drill B. Reversing Directions

- MODEL: Teacher: pia' mun pia' 'rien' The word before 'learn' is
 kii 'sruol'. 'easy'.
- Student: pia' kraoy pia' 'sruol' The word after 'easy' is
 kii 'rien'. 'learn'.
1. pia' mun pia' 'sruol' kii 'khmae'. The word before 'easy' is 'Khmer'.
 pia' kraoy pia' 'khmae' kii 'sruol'. The word after 'Khmer' is 'easy'.
2. pia' kraoy pia' 'sdap' kii 'lii'. The word after 'listen' is 'hear'.
 pia' mun pia' 'lii' kii 'sdap'. The word before 'hear' is 'listen'.
3. tump'óa mun tump'óa tii-bey kii The page before 3 is 2.
 tump'óa tii-pii.
 tump'óa kraoy tump'óa tii-pii kii The page after 2 is 3.
 tump'óa tii-bey.
4. mee-rien kraoy mee-rien tii-buon The lesson after 4 is 5.
 kii mee-rien tii-pram.
 mee-rien mun mee-rien tii-pram kii The lesson before 5 is 4.
 mee-rien tii-buon.

Drill C. Reversing Positive Commands

- MODEL: Teacher: soum bet siew-phiw. (baek) Please close the books. (open)
Student: kom baek siew-phiw. Don't open the books.
1. soum baek siew-phiw. (bet) Please open the books. (close)
 kom bet siew-phiw. Don't close the books.
 2. soum thaa taam próom khnia. Please repeat all together (one
 (mené? medooj) at a time)
 kom thaa taam mené? medooj. Don't repeat one at a time.
 3. soum sdap somnuo khñom. (chlaey) Please listen to my question.
 (answer)
 kom chlaey somnuo khñom. Don't answer my question.
 4. soum meel bontót kraoy. (dodael) Please look at the next line.
 (the same line)
 kom meel bontót dodael. Don't look at the same line.

UNIT 6

BASIC DIALOGUE

Teacher

1. eylew soum bet siew-phiw
medooj tiet.

Now please close your books again.

Students

2. bet haey, look kruu.

They are closed, Teacher.

Teacher

3. medooj nih, thaa cia onglee:
khmae sruol rien.

This time, say in English: 'Khmer
is easy to learn.'

First Student

4. khmae sruol rien.

(Repeats the Cambodian sentence)

Teacher

5. tee, khoh tee.
6. khnom coj aoy look prae.
look yul tee?

No, that's wrong.

I want you to translate-- do you
understand?

First Student

7. baat, khnom yul haey.

Yes, I understand.

Teacher

8. eficej! thaa cia onglee.

Well, then! Say it in English.

First Student

9. Khmer is easy to learn.

(Says the sentence in English)

Teacher

10. baan. ne' bontop, thaa cia
onglee. khmae sruol rien
tee?

Okay. Next person, say in English:
'Is Khmer easy to learn?'

Second Student

11. Khmer is easy to learn.

(Says in English) 'Khmer is easy
to learn.'

Teacher

12. tee, khoh tee. soum sdap:
khmae sruol rien tee?

No, that's wrong. Please listen:
'Is Khmer easy to learn?'

Second Student

13. Is Khmer easy to learn?

(Says the correct sentence in English)

Teacher

14. trew haey.

That's correct.

DIALOGUE FOR COMPREHENSION

kruu bogrienkruu bogrien

- | | |
|---|-----------------------------|
| 1. eylew soum bet siew-phiw medoog tlet. | 2. bet haey, look kruu. |
| 3. medoog nih, thaa cia onglee: khmae
sruol rien. | 4. khmae sruol rien. |
| 5. tee, khoh tee. | |
| 6. khñom coŋ aoy look praε. look yúl tee? | 7. baat, khñom yúl haey. |
| 8. eñceŋ! thaa cia onglee. | 9. Khmer is easy to learn. |
| 10. baan. né? bantóp, thaa cia onglee:
khmae sruol rien tee? | 11. Khmer is easy to learn. |
| 12. tee, khoh tee. soum sdap: khmae
sruol rien tee? | 13. Is Khmer easy to learn? |
| 14. trew haey. | |

NOTE: Positive Statements; the Particle /haey/

In Unit Four, we took up the matter of questions and answers in Cambodian, and saw that there were basically three types of question. Review especially the second part of the note (2) that deals with yes-no questions.

Positive responses to yes-no questions, and one kind of positive response to commands, often end with the particle /haey/ or one of its variants. Thus /haey/ functions in positive statements much in the same way as /tee/ functions in negative statements, but there is a big difference: /tee/ is mandatory at the end of all negated predicates of main clauses, but /haey/ is not mandatory at the end of positive predicates except in a few specialized cases (e.g. /trew haey/ 'That's correct.'). Aside from these automatic uses, /haey/, which means something like 'already', indicates that the timing of the statement is relevant; it marks a positive answer as reflecting either a changed situation, or one which is different from that assumed by the other speaker. Examples:

1) Responses to Yes-no Questions

look yúl tee?

Do you understand?

baat, yúl haey.

Yes, (now) I do.

look kheef tee?

Do you see it?

baat, kheef haey.

Yes, (now) I do.

2) Responses to Commands

səum bæk siew-phiw.

Open your books.

bæk haey.

They are open. (your assumption
wrong)or They're open (now). (we just opened
them)3) Automatic Situations

trew haey.

That's correct.

RESPONSE DRILLS

Drill A.

MODEL: Teacher: səum bet siew-phiw.
Student: bet haey, look kruu.

Please close your books.
 They are closed, teacher.

1. səum bæk siew-phiw mədəəŋ tiet.
 bæk haey, look kruu.

Please open your books once more.
 They are open, teacher.

2. khəm sdap khliā niŋ əoy yúl.
 yúl haey, look kruu.

Try to understand the sentence.
 We do understand, teacher.

3. səum sdap səmnuo.
 sdap haey, look kruu.

Listen to the question.
 I am listening, teacher.

4. səum rōoʔ tumpóā tii-pram.
 rōoʔ haey, look kruu.

Look for page five.
 We are looking for it, teacher.

Drill B.

MODEL: Teacher: siew-phiw look bet tee?
Student: baat, bet haey.

Is your book closed?
 Yes, it is.

1. siew-phiw look bæc tee?
 baat, bæc haey.

Is your book open?
 Yes, it is.

2. look yúl khliā nih tee?
 baat, yúl haey.

Do you understand the sentence?
 Yes, I do.

3. look lli səmnuo nih tee?
 baat, lli haey.

Did you hear the question?
 Yes, I did.

4. look rōoʔ tumpóā tii-pram kheəŋ tee?
 baat, kheəŋ haey.

Did you find page five?
 Yes, I did.

SUBSTITUTION DRILLS

Drill A.

- | | |
|---|---|
| 1. khñom cəŋ aoy look prae. | I want you to translate. |
| 2. khñom cəŋ aoy look <u>thaa cia əŋglee.</u> | I want you to <u>say it in English.</u> |
| 3. khñom cəŋ aoy look <u>thaa cia khmae.</u> | I want you to <u>say it in Khmer.</u> |
| 4. khñom cəŋ aoy look <u>chlaey sɔmnua</u>
<u>khñom.</u> | I want you to <u>answer my question.</u> |
| 5. khñom cəŋ aoy look <u>sɔp sɔmnua</u>
<u>khñom.</u> | I want you to <u>listen to my question.</u> |
| 6. khñom cəŋ aoy look <u>bət siew-phɿw.</u> | I want you to <u>close your book.</u> |
| 7. khñom cəŋ aoy look <u>baək siew-phɿw.</u> | I want you to <u>open your book.</u> |
| 8. khñom cəŋ aoy look <u>thaa taam khñom.</u> | I want you to <u>repeat after me.</u> |
| 9. khñom cəŋ aoy look <u>prae.</u> | I want you to <u>translate.</u> |

Drill B.

- | | |
|--|--|
| 1. khñom cəŋ aoy look prae. | I want you to translate. |
| 2. khñom cəŋ aoy <u>look téŋ-əh khnia prae.</u> | I want <u>all of you</u> to translate. |
| 3. khñom cəŋ aoy <u>né? bəntóp prae.</u> | I want <u>the next person</u> to translate. |
| 4. <u>look kruu cəŋ aoy né? bəntóp prae.</u> | <u>The teacher wants</u> the next person to translate. |
| 5. look kruu cəŋ aoy <u>look téŋ-əh khnia prae.</u> | The teacher wants <u>all of you</u> to translate. |
| 6. look kruu cəŋ <u>aoy look srey téŋ-əh khnia prae.</u> | The teacher wants <u>all of you (f)</u> to translate. |
| 7. look kruu cəŋ <u>aoy look srey prae.</u> | The teacher wants <u>you (f)</u> to translate. |
| 8. look kruu cəŋ <u>aoy look prae.</u> | The teacher wants <u>you (m)</u> to translate. |
| 9. <u>né? kruu cəŋ aoy look prae.</u> | <u>The teacher (f) wants</u> you to translate. |
| 10. <u>khñom cəŋ aoy look prae.</u> | <u>I want</u> you to translate. |

Drill C.

- | | |
|--|---|
| 1. khmae sruol rien. | Khmer is easy to learn. |
| 2. <u>onglee</u> sruol rien. | <u>English</u> is easy to learn. |
| 3. <u>mee-rien nih</u> sruol rien. | <u>This lesson</u> is easy to learn. |
| 4. mee-rien nih <u>niey yul</u> . | This lesson is <u>easy to understand</u> . |
| 5. <u>somnuo nih</u> <u>niey yul</u> . | <u>This question</u> is easy to understand. |
| 6. somnuo nih <u>niey chlaey</u> . | This question is <u>easy to answer</u> . |
| 7. somnuo nih <u>niey prae</u> . | This question is <u>easy to translate</u> . |
| 8. <u>khlia nih</u> <u>niey prae</u> . | <u>This sentence</u> is easy to translate. |
| 9. khlia nih <u>sruol rien</u> . | This sentence is <u>easy to learn</u> . |
| 10. <u>khmae</u> sruol rien. | <u>Khmer</u> is easy to learn. |

Drill D.

- | | |
|---|---|
| 1. khmae sruol rien tee? | Is Khmer easy to learn? |
| 2. khmae <u>pibaa'</u> rien tee? | Is Khmer <u>difficult</u> to learn? |
| 3. <u>onglee</u> pibaa' rien tee? | Is <u>English</u> difficult to learn? |
| 4. <u>mee-rien nih</u> pibaa' rien tee? | Is <u>this lesson</u> difficult to learn? |
| 5. mee-rien nih pibaa' <u>yul</u> tee? | Is this lesson difficult to <u>understand</u> ? |
| 6. mee-rien nih <u>sruol yul</u> tee? | Is this lesson <u>easy</u> to understand? |
| 7. mee-rien nih sruol <u>prae</u> tee? | Is this lesson easy to <u>translate</u> ? |
| 8. mee-rien nih sruol <u>rien</u> tee? | Is this lesson easy to <u>learn</u> ? |
| 9. <u>onglee</u> sruol rien tee? | Is <u>English</u> easy to learn? |
| 10. <u>khmae</u> sruol rien tee? | Is <u>Khmer</u> easy to learn? |

MONITORING DRILL

Instructions: There are two voices on the tape. The first voice gives an instruction, and the second voice responds to it, either correctly or incorrectly. If the response of the second voice is a correct one, the student says trew haey. If the response is incorrect, the student says khoh tee and then supplies the correct response.

<u>First Voice</u>	<u>Second Voice</u>	<u>Student</u>
1. soum thaa taam khñom: khmae sruol rien.	khmae sruol rien.	trew haey.
2. soum thaa cia onglee: khmae sruol rien.	khmer is difficult to learn.	khoh tee. khmer is easy to learn.
3. soum thaa cia khmae: English is easy to learn.	onglee sruol rien.	trew haey.
4. soum look praε: onglee sruol rien.	English is easy to learn.	trew haey.
5. soum chlaey somnuo khñom: khmae sruol rien tee?	khmae sruol rien tee?	khoh tee. baat, khmae sruol rien.
6. soum thaa taam khñom: onglee pibaa? rien tee?	baat, onglee pibaa? rien.	khoh tee. onglee pibaa? rien tee?
7. soum thaa cia onglee: onglee pibaa? rien tee?	Is English hard to learn?	trew haey.
8. chlaey baat. onglee pibaa? rien tee?	baat, onglee pibaa? rien.	trew haey.
9. soum thaa taam khñom: tee, onglee sruol rien tee.	tee, onglee sruol rien tee.	trew haey.
10. soum look praε: tee, onglee sruol rien tee.	No, English is not easy to learn.	khoh tee. English <u>is</u> easy to learn.

UNIT 7

BASIC DIALOGUE

Teacher

1. eylew chlaey somnuo khñom.

Now answer my question.

First Student

2. somnuo ey?

What question?

Teacher

3. somnuo dael khñom niñ suo eylew.
soun sdap: khmae sruol rien
tee?

The question that I'm going to
ask now. Listen: 'Is Khmer
easy to learn?'

Second Student

4. baat, sruol.

Yes, it's easy.

Teacher

5. thaa khlia téñ-oh.

Say the whole sentence.

Second Student

6. khmae sruol rien.

Khmer is easy to learn.

Teacher

7. né? bontóp, soun chlaey khñom:
khmae pibaa? rien tee?

Next person, please answer me:
Is Khmer hard to learn?

Third Student

8. tee, min pibaa? tee,

No, it's not hard.

Teacher

9. l'oo. eylew suo khñom viñ,
khlia ddael.

Good. Now ask me back, the
same question.

Third Student

10. khmae pibaa? rien tee?

Is Khmer hard to learn?

Teacher

11. tee, sruol tee.

No, it's easy.

12. né? bontóp, suo khñom tae
onglee sruol rien tee?

Next person, ask me if English
is easy to learn.

Fourth Student

13. ɔŋglee sruol rien tee?

Is English easy to learn?

Teacher

14. baat, sruol.

Yes, it's easy.

DIALOGUE AND VARIATIONS FOR COMPREHENSION

kruu boŋrienkoun seh

- | | |
|---|----------------------------|
| 1. eylew chlaey somnuo khñom. | 2. somnuo ey? |
| 3. somnuo dael khñom niŋ suo eylew. soum
sdap: khmae sruol rien tee? | 4. baat, sruol. |
| 5. thaa khlia téŋ-oh. | 6. khmae sruol rien. |
| 7. né? bontóp, soum chlaey khñom: khmae
pibaa? rien tee? | 8. tee, min pibaa? tee. |
| 9. l'oo. eylew suo khñom viñ, khlia dodael. | 10. khmae pibaa? rien tee? |
| 11. tee, sruol tee. | |
| 12. né? bontóp, suo khñom tae ɔŋglee sruol
rien tee? | 13. ɔŋglee sruol rien tee? |
| 14. baat, sruol. | |

Variation One:

- | | |
|--|---|
| 1. eylew chlaey somnuo khñom. | 2. somnuo ey? |
| 2. somnuo dodael. tae mædoŋ niñ chlaey
'tee'. khmae sruol rien tee? | 4. tee, min sruol tee. |
| 5. thaa khlia téŋ-oh. | 6. khmae min sruol rien tee. |
| 7. né? bontóp, soum chlaey 'baat'.
khmae pibaa? rien tee? | 8. baat, pibaa? rien.
khmae pibaa? rien. |
| 9. l'oo. eylew suo khñom viñ,
khlia dodael. | 10. khmae pibaa? rien tee? |
| 11. tee, sruol tee. | |
| 12. né? bontóp, suo khñom tae ɔŋglee
pibaa? rien tee? | 13. ɔŋglee pibaa? rien tee? |
| 14. baat, pibaa? rien. | |

Variation Two:

- | | |
|---|---------------------------------------|
| 1. eylew soum look praε khlia nih. | 2. khlia naa? |
| 3. khlia dael khñom ninq thaa eylew. soum
sdap: ɔŋglee sruol rien tee? | 4. Is English easy to learn? |
| 5. eylew thaa cia khmaε. | 6. ɔŋglee sruol rien tee? |
| 7. né? bontóp, soum chlaey khñom:
ɔŋglee sruol rien tee? | 8. baat, sruol.
ɔŋglee sruol rien. |
| 9. lʔoo. eylew suo khñom viñ, somnuo
dadael. | 10. ɔŋglee sruol rien tee? |
| 11. tee, pibaa? rien nah! | |
| 12. né? bontóp, suo khñom thaa tae ɔŋglee
pibaa? rien tee? | 13. ɔŋglee pibaa? rien tee? |
| 14. baat, pibaa? rien nah. | |

NOTE: Negative Statements: The Particle /tee/

In Unit Six, we saw how the final particle /haey/ functions in positive statements, and it was pointed out that /tee/ has a very similar function in negative statements. The rule for /tee/ could be stated as follows: if the predicate of a main clause is negated with /min/ or any of its derivatives, /tee/ will occur at the end of that clause; it is nearly mandatory in this context.

There is another use of the final particle /tee/ which is very close to the use of /haey/ (and in rapid pronunciations of these unstressed items, the two are sometimes phonetically indistinguishable). This use is in emphatic positive statements, where /tee/ means something like 'on the contrary'. It has the effect of emphasizing the head word of the predicate, but is nearly automatic after predicates with a strongly 'negative' connotation, such as /khoh/ 'wrong'.

Examples of final particle /tee/:

1) After negated main clause:

khñom róo? khlia ninq min kheefi tee.	I can't find that sentence.
khmaε min pibaa? rien tee.	Khmer is not difficult to learn.

2) In emphatic positive statements:

khmaε sruol rien tee.	Khmer is <u>easy</u> to learn.
siew-phiw look liex tee.	Your book is <u>yellow</u> .

3) Automatic situations:

khoh tee.	That's wrong.
-----------	---------------

Note, however, that there are two important contexts where /tee/ does not occur after negated predicates. The first is in negative commands; where the negative word is /kom/, the final particle /tee/ never occurs in the same clause. The second is in subordinate clauses; when the clause is introduced by some such conjunction as /dael/ 'which, who', the negated predicate is not followed by /tee/ (as it would be if the clause were independent). Examples.

4) Negative commands:

kom baek siew-phiw.

Don't open the book.

kom thaa ñóp peek.

Don't say it so fast.

5) Subordinate clauses:

khlia dael khñom min yúl.

The sentence that I didn't understand.

but khñom min yúl khlia ninq tee.

I don't understand the sentence.

TRANSFORMATION DRILLS

Drill A. Yes-No Questions From Statements

MODEL: Teacher: khmae sruol rien.

Khmer is easy to learn.

Student: khmae sruol rien tee?

Is Khmer easy to learn?

1. onglee pibaa? rien.

English is difficult to learn.

onglee pibaa? rien tee?

Is English difficult to learn?

2. mee-rien nih sruol yúl.

This lesson is easy to understand.

mee-rien nih sruol yúl tee?

Is this lesson easy to understand?

3. somnuo look kruu pibaa? chlaey.

The teacher's questions are hard to answer.

somnuo look kruu pibaa? chlaey tee?

Are the teacher's questions hard to answer?

4. koun seh thaa taam khlanj lemóom.

The students repeat loud enough.

koun seh thaa taam khlanj lemóom tee?

Do the students repeat loud enough?

5. khñom praε ñóp lemóom.

I translate fast enough.

khñom praε ñóp lemóom tee?

Do I translate fast enough?

6. pia? ninq sruol thaa cia onglee.

That word is easy to say in English.

pia? ninq sruol thaa cia onglee tee?

Is that word easy to say in English?

Drill B. Emphatic Positive Statements From Negative Statements

- MODEL: Teacher: khmae min sruol rien tee. Khmer is not easy to learn.
Student: khmae pibaa? rien tee. Khmer is difficult to learn.
- onglee min pibaa? rien tee. English is not hard to learn.
onglee sruol rien tee. English is easy to learn.
 - mee-rien nih min sruol yul tee. This lesson is not easy to get.
mee-rien nih pibaa? yul tee. This lesson is hard to get.
 - somnuo look kruu min pibaa? The teacher's questions are not
chlaey tee. hard to answer.
somnuo look kruu sruol chlaey The teacher's questions are easy
tee. to answer.
 - koun seh thaa taam min khlaey tee. The students don't repeat loudly.
koun seh thaa taam tae-tae tee. The students repeat softly.
 - khnom prae khlia niq min nop tee. I don't translate the sentence fast.
khnom prae khlia niq yit-yit tee. I translate the sentence slowly.
 - pia? niq min xley prae tee. That word isn't easy to translate.
pia? niq pibaa prae tee. That word is hard to translate.

Drill C. Making Relative Clauses with /dael/

- MODEL: Teacher: khnom niq suo somnuo. I'm going to ask a question.
cam sdap. Please listen.
Student: cam sdap somnuo dael Please listen to the question
khnom niq suo. I'm going to ask.
- look kruu niq suo somnuo. The teacher's going to ask a
cam chlaey. question. Please answer it.
cam chlaey somnuo dael look kruu Please answer the question the
niq suo. teacher asks.
 - khnom niq meel khlia nih. look I'm going to read this sentence.
cam prae. Please translate it.
cam prae khlia dael khnom niq meel. Please translate the sentence I'm
going to read.
 - khnom niq meel bontot tii-pii cia I'm going to read line two in
onglee. cam prae cia khmae. English. Please say it in Khmer.
cam prae cia khmae bontot tii-pii Please say in Khmer line two, which
dael khnom niq meel cia onglee. I'm going to read in English.

4. koun seh suo somnuo. look kruu
khom chlaey.
look kruu khom chlaey somnuo dael
koun seh suo.

The students ask questions. The
teacher tries to answer them.
The teacher tries to answer the
questions that the students ask.

Drill D. Negative Clauses with /dael/

MODEL: Teacher: look kruu suo somnuo muoy.
koun seh sdap min baan
tee.

The teacher asks a question.
The students don't under-
stand it.

Student: look kruu suo somnuo dael
koun seh sdap min baan.

The teacher asks a question
that the students don't
understand.

1. look kruu suo somnuo muoy. khfiom
chlaey min baan tee.
look kruu suo somnuo dael khfiom
chlaey min baan.

The teacher asks a question. I
can't answer it.
The teacher asks a question that
I can't answer.

2. khfiom meel khlia muoy. look kruu
sdap min baan tee.
khfiom meel khlia dael look kruu
sdap min baan.

I read a sentence. The teacher
didn't understand it.
I read a sentence that the teacher
didn't understand.

3. koun seh meel pia? muoy. khfiom
roo? min kheefi tee.
koun seh meel pia? muoy dael
khfiom roo? min kheefi.

The student is reading a word. I
can't find it.
The student is reading a word that
I can't find.

4. look kruu meel khlia muoy. khfiom
sdap min lli tee.
look kruu meel khlia muoy dael
khfiom sdap min lli.

The teacher is reading a sentence.
I can't hear it.
The teacher is reading a sentence
that I can't hear.

RESPONSE DRILL

(Respond as Directed)

- | | |
|---|--|
| 1. soum baek siew-phiw
(baek haey) | Open book.
(It's open.) |
| 2. soum sdap khlia nih, kom thaa taam
khñom: ɔŋglee pibaa? rien. | Please listen to this sentence;
don't repeat after me: 'English
is hard to learn.' |
| ----- | (Silence) |
| 3. meɔcɔŋ nih, thaa taam khñom:
ɔŋglee pibaa? rien.
ɔŋglee pibaa? rien. | This time, repeat after me:
'English is hard to learn.'
English is hard to learn. |
| 4. ɛylew khñom cɔŋ aoy look praɛ.
look yúl tee.
baat, yúl haey. | Now I want you to translate. Do
you understand?
Yes, I understand. |
| 5. ɛñceŋ. thaa cia ɔŋglee: ɔŋglee
pibaa? rien.
English is hard to learn. | Well, then. Say in English:
'English is hard to learn.'
(Says it in English) |
| 6. kom chlaey somnuo daɛl khñom
nɪŋ suo ɛylew. ɔŋglee pibaa?
rien tee? | Don't answer the question that I
am going to ask now. Is English
hard to learn?
(Silence) |
| 7. ɛylew chlaey 'baat', ɔŋglee
pibaa? rien tee?
baat, ɔŋglee pibaa? rien. | Now answer yes to the question:
Is English hard to learn?
Yes, it's hard to learn. |
| 8. ɛylew chlaey 'tee, sruol',
somnuo dɔdaɛl.
tee, sruol tee. | Now answer 'No, easy' to the same
question.
No, it's <u>easy</u> . |
| 9. thaa khlia téŋ-ɔh.
ɔŋglee sruol rien. | Say the whole sentence.
English is easy to learn. |
| 10. ɛylew suo khñom víŋ: ɔŋglee
sruol rien tee?
ɔŋglee sruol rien tee? | Now ask me back: 'Is English
easy to learn?'
Is English easy to learn? |
| 11. tee, pibaa? tee. soum look praɛ.
No, it's <u>hard</u> . | No, it's <u>hard</u> . Please translate.
(Gives English) No, it's <u>hard</u> . |
| 12. ɛylew, soum bet siew-phiw víŋ.
(bet haey) | Now close your book again.
(It's closed) |

UNIT 8

BASIC DIALOGUE

Teacher

1. pia? 'rien' ɔŋlee thaa mɛc? What's the English word for 'rien'?

First Student

2. ɔŋlee thaa 'learn'. The English is 'learn'.

Teacher

3. 'difficult' khmaɛ thaa mɛc? How do you say 'difficult' in Khmer?

Second Student

4. kee thaa 'pibaa'? They say 'pibaa'?

Teacher

5. pia? 'sruol' mian ney thaa mɛc? What does the word 'sruol' mean?

Third Student

6. mian ney thaa 'ŋee'. It means 'easy'. (Mispronounces the word /ŋiey/)

Teacher

7. khoh tee. That's wrong!
8. soum thaa mɛdɔŋ tiet: ŋiey. Please say it again: 'easy'.

Third Student

9. ŋiey. 'Easy'. (Says it correctly)

Teacher

10. trew haey. né? bontóp: ŋiey. That's correct. Next person: 'easy'.

Fourth Student

11. niey. 'Easy'. (Mispronounces the word)

Teacher

12. kom prae aʔsoo nóo. prae Don't use the consonant n. Use
aʔsoo ŋóo viñ. thaa 'ŋiey'. ng instead. Say /ŋiey/.

Fourth Student

13. ŋiey. 'Easy'. (Says it correctly)
yii, khmaɛ pibaa? rien nah. Gee, Khmer is certainly hard to learn.

DIALOGUE FOR COMPREHENSION

kruu boḡrien

1. pia? 'rien' oḡlee thaa mɛc?
3. 'difficult' khmae thaa mɛc?
5. pia? 'sruol' mian ney thaa mɛc?
7. khoh tee.
8. soum thaa mɛdoḡ tiet: ɲiey.
10. trew haey. né? bontóp: ɲiey.
12. kom prae aʔsoo nóo.
prae aʔsoo nóo viñ. thaa 'ɲiey'.

koun seh

2. oḡlee thaa 'learn'.
4. kee thaa 'pibaa'.
6. mian ney thaa 'ɲee'.
9. ɲiey.
11. niey.
13. ɲiey.

NOTE: Positive Commands; the Particle /viñ/

In the last two units we have seen the relationship between the final particles /haey/ and /tee/, especially in connection with positive and negative statements. There is a third member of this set of particles, the item /viñ/ 'back, instead', which is the only member of the set which occurs in commands (usually in positive commands, but occasionally also in negative ones). The meaning of /viñ/ is sometimes very close to that of /tee/ 'on the contrary', which never occurs in commands of any kind. Compare the following examples:

sruol tee.	It's <u>easy</u> .
eylew suo khñom viñ.	Now ask <u>me</u> (back, instead).
kom prae sra? niḡ, prae sra? nih viñ.	Don't use that vowel; use <u>this</u> one (instead).

Alongside the single item /kom/ 'don't' which introduces negative commands, note the following items, all of which occur at the beginning of positive commands:

soum	'Please'
cam	'Wait and...'
khom	'Try and...'

Note also that positive commands in Cambodian, as in English, are often made up of a single verb or verb plus predicate (the absence of a subject, however, is not sufficient evidence to determine that a given utterance is a command; much depends on the context). The following are all positive commands:

thaa taam khñom.	Say it after me.
thaa taam khñom viñ.	Say it after <u>me</u> .
soum thaa taam khñom.	Please say it after me.
cam thaa taam khñom.	Wait and say it after me.
khom thaa taam khñom.	Try and say it after me.

SUBSTITUTION DRILLS

Drill A.

- | | |
|---|--|
| 1. pia? niŋ, khmae thaa mec? | How do you say that word in Khmer? |
| 2. pia? niŋ, <u>onglee thaa mec?</u> | <u>How do you say</u> that word <u>in English?</u> |
| 3. pia? niŋ <u>mian ney thaa mec?</u> | <u>What does</u> that word <u>mean?</u> |
| 4. pia? niŋ <u>look yúl tee?</u> | <u>Do you understand</u> that word? |
| 5. pia? niŋ <u>look róo? kheef tee?</u> | <u>Have you found</u> that word? |
| 6. pia? niŋ <u>look sdap baan tee?</u> | <u>Did you hear</u> that word? |
| 7. pia? niŋ, <u>khmae thaa mec?</u> | <u>How do you say</u> that word <u>in Khmer?</u> |

Drill B.

- | | |
|--|--|
| 1. pia? niŋ, khmae thaa mec? | How do you say that word in Khmer? |
| 2. <u>pia? 'difficult', khmae thaa mec?</u> | How do you say <u>'difficult'</u> in Khmer? |
| 3. <u>pia? mun kee boŋ-oh, khmae thaa mec?</u> | How do you say <u>the very first word</u> in Khmer? |
| 4. <u>pia? kraoy kee boŋ-oh, khmae thaa mec?</u> | How do you say <u>the very last word</u> in Khmer? |
| 5. <u>pia? mun niŋ, khmae thaa mec?</u> | How do you say <u>the word before that</u> in Khmer? |
| 6. <u>pia? kraoy niŋ, khmae thaa mec?</u> | How do you say <u>the word after that</u> in Khmer? |
| 7. <u>pia? niŋ, khmae thaa mec?</u> | How do you say <u>that word</u> in Khmer? |

Drill C.

- | | |
|---|--|
| 1. sra? niŋ khoh tee. | That vowel is wrong. |
| 2. <u>a?soo niŋ khoh tee.</u> | <u>That consonant</u> is wrong. |
| 3. <u>pia? niŋ khoh tee.</u> | <u>That word</u> is wrong. |
| 4. pia? niŋ <u>pibaa? thaa nah.</u> | That word <u>is very hard to say.</u> |
| 5. <u>a?soo niŋ pibaa? thaa nah.</u> | <u>That consonant</u> is very hard to say. |
| 6. <u>sra? niŋ pibaa? thaa nah.</u> | <u>That vowel</u> is very hard to say. |
| 7. sr ⁷ a niŋ <u>khoh tee.</u> | That vowel <u>is wrong.</u> |

TRANSFORMATION DRILLS

Drill A.

- MODEL: Teacher: kom prae aʔsoo nóo. (nóo) Don't use the consonant n. (ng)
Student: prae aʔsoo nóo viñ. Use the consonant ng instead.
1. kom prae sraʔ niŋ (sraʔ nih) Don't use that vowel. (this vowel)
 prae sraʔ nih viñ. Use this vowel instead.
 2. kom prae aʔsoo niŋ. (aʔsoo nih) Don't use that consonant. (this one)
 prae aʔsoo nih viñ. Use this consonant instead.
 3. kom prae piaʔ 'ŋiey'. ('sruol') Don't use the word 'ŋiey'. ('sruol')
 prae piaʔ 'sruol' viñ. Use the word 'sruol' instead.
 4. kom meel tumpóa tii-bey. (tii-pii) Don't read page three. (page two)
 meel tumpóa tii-pii viñ. Read page two instead.
 5. kom baek siew-phiw liex. (siew-phiw Don't open the yellow book. (this
 nih) book)
 baek siew-phiw nih viñ. Open this book instead.
 6. kom rien mee-rien bontóp. (mee-rien Don't study the next lesson. (the
 dodael) same one)
 rien mee-rien dodael viñ. Study the same lesson instead.
 7. kom meel bontót tii-buon. (tii-pram) Don't read line four. (line five)
 meel bontót tii-pram viñ. Read line five instead.
 8. kom sdap koun seh. (kruu boŋrien) Don't listen to the students.
 (the teacher)
 sdap kruu boŋrien viñ. Listen to the teacher instead.

Drill B.

- MODEL: Teacher: piaʔ 'rien' oŋglee thaa The English word for 'rien'
 'learn'. is 'learn'.
Student: piaʔ 'learn' khmae thaa The Khmer word for 'learn'
 'rien'. is 'rien'.
1. piaʔ 'siew-phiw' oŋglee thaa The English word for 'siew-phiw'
 'book'. is 'book'.
 piaʔ 'book' khmae thaa 'siew-phiw'. The Khmer word for 'book' is
 'siew-phiw'.
 2. piaʔ 'yilit' oŋglee thaa 'slow'. The English word for 'yilit' is 'slow'.
 piaʔ 'slow' khmae thaa 'yilit'. The Khmer word for 'slow' is 'yilit'.

3. 'trew haey' onglee thaa 'That's right.'
'That's right' khmae thaa 'trew haey.'
4. 'khoh tee' onglee thaa 'That's wrong.'
'That's wrong' khmae thaa 'khoh tee.'

The English for 'trew haey' is 'That's right.'
The Khmer for 'That's right' is 'trew haey.'

The English for 'khoh tee' is 'That's wrong.'
The Khmer for 'That's wrong' is 'khoh tee.'

Drill C.

MODEL: Teacher: pia? 'sruol' mian ney thaa 'ngiey.'
Student: pia? 'ngiey' mian ney thaa 'sruol.'

The word 'sruol' means 'ngiey.'
The word 'ngiey' means 'sruol.'

1. pia? 'l11' mian ney thaa 'sdap baan.'
pia? 'sdap baan' mian ney thaa 'l11.'
2. 'khoh tee' mian ney thaa 'min'trew tee.'
'min'trew tee' mian ney thaa 'khoh tee.'
3. 'khñom yúl haey' mian ney thaa 'khñom sdap baan haey.'
'khñom sdap baan haey' mian ney thaa 'khñom yúl haey.'
4. pia? 'né? kruu' mian ney thaa 'kruu bəŋrien srey.'
pia? 'kruu bəŋrien srey' mian ney thaa 'né? kruu.'

The word 'l11' means 'sdap baan.'
The word 'sdap baan' means 'l11.'

'That's wrong' means 'That's not right.'
'That's not right' means 'That's wrong.'

'I understand now' means 'I've got it now.'
'I've got it now' means 'I understand now.'

The word 'né? kruu' means 'lady teacher.'
The word 'kruu bəŋrien srey' means 'lady teacher.'

Drill D.

MODEL: Teacher: cam thaa taam khñom.
(khñom thaa)
Student: khñom thaa haey, look thaa.

Wait and say it after me.
(I say)
I say it, and then you say it.

1. cam meel taam khñom. (khñom meel)
khñom meel haey, look meel.
2. cam chlaey somnuo khñom. (khñom suo)
khñom suo haey, look chlaey.

Wait and read it after me. (I read)
I read it, and then you read it.

Wait and answer my question. (I ask)
I ask and then you answer.

- | | |
|--|--|
| 3. cam suo khñom vífi. (khñom suo)
khñom suo haey, look suo. | Wait and ask me back. (I ask)
I ask, and then you ask. |
| 4. cam praε somnuo khñom. (khñom suo)

khñom suo haey, look praε. | Wait and translate my questions.
(I ask)
I ask and then you translate. |
| 5. cam thaa taam look kruu.
(look kruu thaa)
look kruu thaa haey, look thaa. | Wait and repeat after the teacher.
(The teacher says it)
The teacher says it, and then you say it. |
| 6. né? bontóp, cam thaa taam khñom.
(khñom thaa)
khñom thaa haey, né? bontóp thaa. | Next person, wait and say it after me. (I say it)
I say it, and then the next person says it. |

RESPONSE DRILL

(Respond as directed)

- | | |
|--|---|
| 1. pia? 'siew-phiw' ɔŋglee thaa mɛc?
('book')
ɔŋglee thaa 'book.' | What is the English word for
'siew-phiw'? ('book')
The English word is 'book.' |
| 2. pia? 'book' khmaε thaa mɛc?
('siew-phiw')
kee thaa 'siew-phiw.' | What is the Khmer for 'book'?
(siew-phiw)
They say 'siew-phiw.' |
| 3. pia? 'ŋiey' mian ney thaa mɛc?
('sruol')
pia? 'ŋiey' mian ney thaa 'sruol.' | What does the word 'ŋiey' mean?
('sruol')
The word 'ŋiey' means 'sruol.' |
| 4. pia? 'vowel' khmaε thaa mɛc?
('sra?')
kee thaa 'sra?.' | What is the Khmer for 'vowel'?
('sra?')
They say 'sra?.' |
| 5. pia? 'lɪɪ' mian ney thaa mɛc?
('sdap baan')
pia? 'lɪɪ' mian ney thaa 'sdap baan.' | What's the meaning of the word
'lɪɪ'? ('sdap baan')
The word 'lɪɪ' means 'sdap baan.' |
| 6. khnoŋ pia? 'ŋiey' kee praε aʔsoo
<u>nóo</u> rih? (tee, <u>nóo</u>)
tee, kee praε aʔsoo <u>nóo</u> tee. | In the word 'ŋiey' is the consonant
<u>n</u> used? (no, <u>ng</u>)
No, they use the letter <u>ng</u> . |

7. khnoŋ pia? 'né?' kee prae a'soo
ey? (nóo)
kee prae a'soo nóo.

In the word 'né?' what consonant
do they use? (n).
They use the consonant n.

8. kee prae a'soo ŋóo khnoŋ pia?
ey? ('ŋiey')
khnoŋ pia? 'ŋiey.'

In what word do they use the
letter ng? ('ŋiey')
In the word 'ŋiey.'

BASIC DIALOGUE

[illegible]

2. kee hau thaa 'sosee.' That's called 'writing.'

3. thaa taam khñom téj-oh khnia:
khmae pibaa? sasee.

Everyone repeat after me, all
together: Khmer is difficult
to write.

4. khmae pibaa? sosae. Khmer is difficult to write.

5. eylew da? pia? 'srual' khnoŋ Now put the word 'easy' in this
khlia nih; khmaε pibaa? sɔsεe. sentence: Khmer is difficult
to write.

6. khmae sruol sɔsɛe. Khmer is easy to write.

7. 1900. né? bontóp, thaa
khliá dōdæɛl.

Good. Next person, say the same sentence.

8. khmae sruol sosae. Khmer is easy to write.

9. ɛyləw daʔ piaʔ 'khmaw-day nih.' Now put in the words 'this pencil.'

10. khmaw-day nih sruol sosee. This pencil is easy to write with.

11. né? bontóp, da? pia? 'pibaa?.' Next person, put in the word
'difficult.'

12. khmaw-day nih pibaa? sasee. This pencil is difficult to write with.

Teacher

13. da? pia? 'khmae.'

Put in the word 'Khmer.'

First Student

14. khmae pibaa? sotee.

Khmer is difficult to write.

Teacher

15. da? pia? 'rien.'

Put in the word 'learn.'

Second Student

16. khmae pibaa? rien.

Khmer is difficult to learn.

Teacher17. rien khmae min pibaa? tee,
meen tee?

Studying Khmer is not hard, is it?

DIALOGUE AND VARIATIONS FOR COMPREHENSION

kruu bongrien

1. thvee doucchne h au thaa me?
3. thaa taam khnom téj-oh khnia:
khmae pibaa? sotee.
5. eylew da? pia? 'sruol' khnoy khlia
nih: khmae pibaa? sotee.
7. l'oo. né? bontóp, thaa khlia
dodael.
9. eylew da? pia? 'khmaw-day nih.'
11. né? bontóp, da? pia? 'pibaa?.'
13. da? pia? 'khmae.'
15. da? pia? 'rien.'
17. rien khmae min pibaa? tee, meen tee?

koun seh

2. kee h au thaa 'sotee.'
4. khmae pibaa? sotee.
6. khmae sruol sotee.
8. khmae sruol sotee.
10. khmaw-day nih sruol sotee.
12. khmaw-day nih pibaa? sotee.
14. khmae pibaa? sotee.
16. khmae pibaa? rien.

Variation One:

- | | |
|--|--------------------------|
| 1. thvee doucchne h au thaa me? | 2. kee h au thaa 'meel.' |
| 3. thaa taam khnom téj-oh khnia:
khmae pibaa? meel. | 4. khmae pibaa? meel. |
| 5. eylew da? pia? 'sruol' khnoy khlia
nih: khmae pibaa? meel. | 6. khmae sruol meel. |

- | | |
|------------------------------------|--------------------------|
| 7. né? bantóp, da? pia? 'onglee.' | 8. onglee sruol meel. |
| 9. eylew da? pia? 'sosse.' | 10. onglee sruol sosse. |
| 11. da? pia? 'pibaa?' víñ. | 12. onglee pibaa? sosse. |
| 13. né? bantóp, da? pia? 'khmae.' | 14. khmae pibaa? sosse. |
| 15. eylew da? pia? 'meel' víñ. | 16. khmae pibaa? meel. |
| 17. ល្អ. min pibaa? tee, meen tee? | |

Variation Two:

- | | |
|--|-----------------------------------|
| 1. three doucneh hau thaa mec? | 2. kee hau thaa 'sosse.' |
| 3. thaa taam khñom téj-oh khnia:
khmae sruol sosse. | 4. khmae sruol sosse. |
| 5. eylew da? pia? 'khmaw-day nih' khnoñ
khlia nih: khmae sruol sosse. | 6. khmaw-day nih sruol sosse. |
| 7. ល្អ. né? bantóp, da? pia? 'pibaa?'
khnoñ khlia dodael. | 8. khmaw-day nih pibaa? sosse. |
| 9. eylew da? pia? 'khmaw-day lien.' | 10. khmaw-day lien pibaa? sosse |
| 11. da? pia? 'khñom.' | 12. khmaw-day khñom pibaa? sosse. |
| 13. eylew da? pia? 'sruol' víñ. | 14. khmaw-day khñom sruol sosse. |
| 15. da? pia? 'khmae.' | 16. khmae sruol sosse. |
| 17. sruol nah, eñceñ, meen tee? | |

NOTE: Negative Questions: /rih/ and /nah/

1) /meen tee?/

If the sentence to be queried has a negated predicate (min P) one of the ways to form a yes-no question is to add the formula /meen tee?/, with the stress on /meen/, after a short pause. The same formula, /meen tee?/, of course, also occurs after positive predicates in confirmation questions. It means simply 'is that so?' Examples:

- | | |
|-----------------------------|---------------------------------------|
| min pibaa? tee, meen tee? | That's not hard, is it? |
| look min yúl tee, meen tee? | You don't understand, do you? |
| khmae sruol rien, meen tee? | Cambodian is easy to learn, isn't it? |
| bantót ti-bey, meen tee? | Line three, right? |

Whether or not the person responding to such questions agrees with the statement, the response usually begins with /baat/ or /cah/ rather than /tee/, while in English the selection of 'yes' or 'no' depends on the presence or absence of negation in the predicate. If the Cambodian responder disagrees, he may put exclamatory intonation /! / on the response, but that is the only difference.

Compare the following answers to the first question above:

baat, min pibaa? tee.

No, it's not hard.

baat, pibaa?!

Sure it's hard!

2) The Particle /rih/

A simpler way of forming a negative question is to apply the general question intonation / ? / (see Note 2, Unit 4) to a negative statement. In constructions like this, some speakers use the statement intonation and hang the question intonation solely on the sentence particle /rih/ (which is always indicated in such questions in written Cambodian as /rii/) or a shortened version of it. The particle /rih/ is sometimes written in our text as well, but on the tape you may be able to hear nothing except the effect of a falling-rising pitch that shows up on the last syllable of the sentence (usually /tee/ in these cases). This falling-rising pitch is the result of joining the statement intonation on the /tee/ to the question intonation on the (sometimes non-existent) /rih/.

When there is any possibility of confusion among sentences ending in /tee/, we distinguish three intonations as follows: negative statement, /tee./; simple negative question, /tee?/; negative question with falling-rising pitch, /tee!?. Examples:

look min yul tee.

You don't understand.

look min yul tee?

You don't understand?

look min yul tee!?

Don't you understand?

or look min yul tee rih?

3) The Particle /nah/

Related to this whole subject in several different ways is the sentence particle /nah/. This /nah/ is somewhat like /mæn tee?/ in that it vaguely seeks confirmation, though it is not nearly as strong. Some speakers, in fact, use it in nearly all positive statements where no other sentence particle occurs; they do not really expect an answer, but merely wish to remain in contact with the listener. Unlike /mæn tee?/, however, /nah/ is not used with negative statements.

The sentence particle /nah/ is in some cases homonymous with the adjective modifier /nah/ 'very' (which likewise does not occur after negatives). When the distinction between the two items is clearly made, it shows up in the sentence intonation. The sentence particle is nearly always unstressed, and spoken on a pitch noticeably higher than the last stressed syllable of the sentence to which it is attached. (This is not the same as the general question intonation, in which the pitch rises gradually, for a longer span of time). The item /nah/ 'very,' when stressed, has a falling pitch. Wherever confusion between the two items might result (for example, where an adjective or adjective phrase happened to be the last preceding constituent), the difference in intonation is shown by / ˈ /, for the item 'very,' and / . / or / , /, for the sentence particle.

Examples:

lʔoo nah.

That's good.

lʔoo nah!

Very good!

sruol nah, eñceŋ.

It's easy, that way.

sruol nah! eñceŋ.

It's very easy that way.

The sentence particle /nah/ is also occasionally homonymous with the particle /rih/ (see Note 2, above), since in rapid colloquial speech both are sometimes pronounced /eh/. This causes no confusion, however, because /rih/ is characteristic of negative sentences and /nah/ of positive ones.

Examples:

khmaw-day nih pibaa? sosome eh.

This pencil is hard to write with. (nah)

look min yul tee eh?

Don't you understand? (rih)

SUBSTITUTION DRILLS

Drill A.

1. khmaw-day nih pibaa? sosome nah.
2. khmaw-day khnom pibaa? sosome nah.
3. khmaw-day look pibaa? sosome nah.
4. khmaw-day lien pibaa? sosome nah.
5. khmaw-day nin pibaa? sosome nah.
6. khmaw-day look kruu pibaa? sosome nah.
7. khmaw-day nih pibaa? sosome nah.

- This pencil is hard to write with.
- My pencil is hard to write with.
- Your pencil is hard to write with.
- The yellow pencil is hard to write with.
- That pencil is hard to write with.
- The teacher's pencil is hard to write with.
- This pencil is hard to write with.

Drill B.

1. khmaw-day nih pibaa? sosome eh.
2. pia? nih pibaa? sosome eh.
3. khlia nih pibaa? sosome eh.
4. khlia nih pibaa? meel eh.
5. bontot nih pibaa? meel eh.
6. tumpoa nih pibaa? meel eh.
7. mee-rien nih pibaa? meel eh.
8. mee-rien nih pibaa? sosome eh.
9. khmaw-day nih pibaa? sosome eh.

- This pencil is hard to write with.
- This word is hard to write.
- This sentence is hard to write.
- This sentence is hard to read.
- This line is hard to read.
- This page is hard to read.
- This lesson is hard to read.
- This lesson is hard to write.
- This pencil is hard to write with.

Drill C.

1. khmae min pibaa? rien tee, meen tee? Khmer is not hard to learn, is it?
2. khmae min pibaa? meel tee, meen tee? Khmer is not hard to read, is it?
3. khmae min pibaa? sossee tee, meen tee? Khmer is not hard to write, is it?
4. onglee min pibaa? sossee tee, meen tee? English is not hard to write, is it?
5. onglee min pibaa? meel tee, meen tee? English is not hard to read, is it?
6. onglee min pibaa? rien tee, meen tee? English is not hard to learn, is it?
7. khmae min pibaa? rien tee, meen tee? Khmer is not hard to learn, is it?

RESPONSE DRILLS

Drill A.

- MODEL: Teacher: khmae sruol rien, meen tee? Khmer is easy to learn, is
(baat) isn't it? (yes)
- Student: baat, khmae sruol rien. Yes, that's right. Khmer
is easy to learn.
1. khmae pibaa? rien, meen tee? Khmer is hard to learn, isn't
(baat) it? (yes)
baat, khmae pibaa? rien. Yes, Khmer is hard to learn.
 2. onglee sruol meel, meen tee? English is easy to read, isn't
(baat) it? (yes)
baat, onglee sruol meel. Yes, English is easy to read.
 3. khmaw-day nih pibaa? sossee, meen tee? This pencil is hard to write with,
(baat) isn't it? (yes)
baat, khmaw-day nih pibaa? sossee. Yes this pencil is hard to write
with.
 4. pia? niny nyey yul, meen tee? That word is easy to understand,
(baat) isn't it?
baat, pia? niny nyey yul. Yes, that word is easy to
understand.

Drill B.

MODEL: Teacher: khmae sruol rien, meen
tee? (tee)

Khmer is easy to learn,
isn't it? (no)

Student: tee, khmae min sruol
rien tee.

No, that's not so. Khmer
isn't easy to learn.

1. khmae pibaa? rien, meen tee?
(tee)
tee, khmae min pibaa? rien tee.

Khmer is hard to learn, isn't
it? (no)
No, Khmer isn't hard to learn.

2. onglee sruol meel, meen tee?
(tee)
tee, onglee min sruol meel tee.

English is easy to read, isn't
it? (no)
No, English isn't easy to read.

3. khmaw-day nih pibaa? sossee, meen
tee? (tee)
tee, khmaw-day nih min pibaa? sossee
tee.

This pencil is hard to write with,
isn't it? (no)
No, this pencil isn't hard to
with.

4. pia? niq nhey yul, meen tee?
(tee)
tee, pia? niq min nhey yul tee.

That word is easy to understand,
isn't it? (no)
No, that word isn't easy to
understand.

Drill C.

MODEL: Teacher: look min yul tee?
(min yul)

Don't you understand?
(not understand)

Student: baat, khnom min yul tee.

No, I don't understand.

Teacher: look min yul tee? (yul)

Don't you understand?
(understand)

Student: baat, khnom yul haey!

Sure, I understand!

1. look roo? pia? niq min kheeffi tee?
(min kheeffi)
baat, khnom roo? min kheeffi tee.
look roo? pia? niq min kheeffi tee?
(kheeffi)
baat, khnom kheeffi haey!

Can't you find the word?
(can't find)
No, I can't find the word.
Can't you find the word?
(can find)
Sure I can find the word!

2. look sdap somnuo min baan tee?
(min baan)
baat, khnom sdap somnuo min baan tee.

Didn't you hear the question?
(didn't hear)
No, I didn't hear the question.

- | | |
|-----------------------------------|--------------------------------------|
| look sdap somnuo min baan tee!? | Didn't you hear the question? |
| (baan) | (did hear) |
| baat, khñom sdap baan haey! | Sure, I heard the question! |
| 3. kee min baek siew-phiw tee!? | Didn't they open their books? |
| (min baek) | (didn't open) |
| baat, kee min baek siew-phiw tee. | No, they didn't open their books. |
| kee min baek siew-phiw tee!? | Didn't they open their books? |
| (baek) | (did open) |
| baat, kee baek siew-phiw haey! | Sure, they opened their books! |
| 4. look kruu min prae tee!? | Didn't the teacher translate it? |
| (min prae) | (didn't translate) |
| baat, look kruu min prae tee. | No, the teacher didn't translate it. |
| look kruu min prae tee!? | Didn't the teacher translate it? |
| (prae) | (did translate) |
| baat, look kruu prae haey! | Sure, the teacher translated it! |

Drill D. (Respond as directed)

- | | |
|---|---------------------------|
| 1. soum thaa taam khñom: khmae sruol rien. | khmae sruol rien. |
| 2. pia? ey kraoy kee boŋ-oh khnoŋ khlia nih? | pia? 'rien.' |
| 3. pia? 'rien' oŋglee thaa mec? | oŋglee thaa 'learn.' |
| 4. soum thaa khlia téŋ-oh medoŋ tiet. | khmae sruol rien. |
| 5. eylew da? pia? 'pibaa?' khnoŋ khlia nih. | khmae pibaa? rien. |
| 6. 'difficult' khmae thaa mec? | kee thaa 'pibaa?.' |
| 7. pia? 'ŋley' mian ney thaa mec? | mian ney thaa 'sruol.' |
| 8. soum suo khñom: tae khmae pibaa? sosee tee? | khmae pibaa? sosee tee? |
| 9. eylew soum chlaey somnuo niŋ 'baat.' | baat, khmae pibaa? sosee. |
| 10. soum thaa medoŋ tiet, kom prae pia? 'baat.' | khmae pibaa? sosee. |
| 11. eylew da? pia? 'oŋglee' khnoŋ khlia nih. | oŋglee pibaa? sosee. |
| 12. pia? ey mun kee boŋ-oh khnoŋ khlia nih? | pia? 'oŋglee.' |
| 13. pia? 'oŋglee' oŋglee thaa mec? | oŋglee thaa 'English.' |
| 14. soum thaa medoŋ tiet: oŋglee pibaa? sosee. | oŋglee pibaa? sosee. |
| 15. min pibaa? tee, meen tee? | [baat, sruol haey.] |

UNIT 10

NARRATION

1. kruu bəŋrien prap aoy koun seh bet siew-phiw mədɔɔŋ tiet.
 2. mədɔɔŋ nih kruu bəŋrien cəŋ aoy koun seh thaa cia ɔŋglee.
 3. tae mian koun seh mené kee min yúl, kee thaa taam kruu cia khmae.
 4. haey kruu prap koun seh téŋ-oh thaa trəw-tae prae, kom thaa taam.
 5. mian koun seh mené? tiet dael prae min trəw.
 6. kruu thaa khlia niŋ cia khmae mədɔɔŋ tiet aoy kee sdap.
 7. mədɔɔŋ nih koun seh nuh prae trəw.
-
1. The teacher tells the students to close their books again.
 2. This time the teacher wants the students to say (things) in English.
 3. But there is one student who doesn't understand; he repeats in Khmer.
 4. So the teacher tells all the students that they must translate, not repeat.
 5. There is another student who translates incorrectly.
 6. The teacher says the sentence in Khmer again for him to listen to.
 7. This time the student translates correctly.
- - - - -
8. ruoc haey, kruu bəŋrien prap aoy koun seh chlaey sɔmnua dael kót niŋ suo.
 9. koun seh dael chlaey kat, kruu prap aoy thaa khlia téŋ-oh.
 10. koun seh dael chlaey trəw, kruu thaa: baan l'ɔɔ.
 11. kraoy móo?, kruu aoy koun seh suo sɔmnua khlah víŋ.
 12. mədɔɔŋ nih, kruu chlaey sɔmnua dael koun seh suo tiw kót.
 13. sɔmnua dael kee suo khnia kii: 'khmae sruol rien tee?' haey niŋ 'khmae pibaa? rien tee?'
-
8. After that, the teacher tells the students to answer the questions that he is going to ask.
 9. The students who answer briefly are told by the teacher to say the whole sentence.
 10. The students who answer correctly are told by the teacher: 'That's good.'
 11. Later, the teacher has the students ask him questions (ask questions back).
 12. This time, the teacher answers the questions that the students ask him.
 13. The questions that they ask each other are: 'Is Khmer easy to learn?' and 'Is Khmer difficult to learn?'
- - - - -
14. haey kruu bəŋrien suo koun seh pia? khlah dael kee rien haey.
 15. kruu suo thaa: 'pia? nih ɔŋglee thaa mec?' 'pia? nuh khmae thaa mec?'
'khlia niŋ mian ney thaa mec?'
 16. koun seh craen-tae chlaey trəw.

17. tæ mían pia? muoy dael kee thaa min chbah, kii pia? 'ŋiey.'
18. koun seh khlah thaa a'soo ŋoo min chbah tee.
19. koun seh khlah tiet praæ sra? khoh.
20. pia? 'ŋiey' cia pia? pibaa? thaa nah.
14. Then the teacher asks the students (about) words they have already learned.
15. The teacher asks: 'What is the English for this word?' 'What is the Khmer for that word?' 'What is the meaning of that sentence?'
16. The students mostly answer the questions correctly.
17. But there is one word that they don't say clearly, the word 'ŋiey.'
18. Some students don't say the consonant ng clearly.
19. Other students use the wrong vowel.
20. The word 'ŋiey' is a very hard word to say.

- - - - -

21. kraoy móo?, kruu sosæ aoy koun seh mæel.
22. kruu suo: thvæ doucchneh hau thaa mæc?
23. koun seh chlaey thaa, kee hau thaa sosæ.
24. haey kruu praæ pia? 'sosæ' thvæ khlia muoy kii: 'khmaæ pibaa? sosæ.'
25. kee da? pia? ætiet khmoŋ khlia nih, thvæ khlia thmæy tiet taam dael kruu prap aoy thvæ.
21. Later on, the teacher demonstrates writing for the students ('writes for them to look at').
22. The teacher asks: 'What is this action called?'
23. The students answer that it is called writing.
24. Then the teacher uses the word 'write' to make a sentence: 'Khmer is hard to write.'
25. They put other words in this sentence and make new sentences according to what the teacher instructs them to do.

NEW VOCABULARY

New words used in the Narration above fall into two general categories: verb modifiers and noun modifiers. New items with examples are given below.

1) Verb Modifiers

trew-tæ...	must, should	trew-tæ praæ	must translate
craen-tæ...	mostly, usually	craen-tæ chlaey	for the most part answer
...kat	short-cut	chlaey kat	answer briefly
...chbah	clear	thaa min chbah	say unclearly
taam...	according to	taam dael...	according to what, in whatever way that

2) Noun Modifiers

...khlah	some (pluralizer)	səmnuo khlah	(some) questions
		pia? khlah	(some) words
...khlah,	<u>some...</u> , <u>others...</u>	koun səh khlah,	<u>some</u> students,
...khlah tiet		koun səh khlah tiet	<u>other</u> students
...astiet	others	pia? astiet	other words
...thmey	new	khlia thmey	new sentences
		khlia thmey tiet	other new sentences

EXERCISE

(Repeat the Basic Dialogues of Units 6-9)

The teacher will then read aloud from the Basic Dialogues, pausing after each sentence or group of sentences and calling on one of the students to give (but not read) the same information in narrative style. Example (Unit Six, 1.):

Teacher: eylew soum bet siew-phlw medoon tiet.

Student: kruu boqrien prap aoy koun səh bet siew-phlw medoon tiet.

Next, the teacher will read aloud from the Narration, pausing to designate certain students to act out in dialogue form the portion he has just read. If the dialogues have been memorized properly, the exercise should go very smoothly.

NOTE: Negative Constructions; Verb Modification

Review Notes of Units 2 (Word Order), 3 (Head-Modifier Constructions) 4 (especially Yes-No Questions), 7 (Negative Statements), and 9 (Negative Questions).

The relationship between a Cambodian verb and its modifiers is much more complex than the relationship of a noun or adjective with its modifiers. Whereas a noun or adjective head nearly always precedes, the verb which is the head of its construction may either precede or follow its modifiers. Also, there are many more types of verb modifiers than there are of noun or adjective modifiers. To complicate things further, verbs occur much more commonly than either adjectives or nouns as predicates:

Noun Predicate: pia? mun kee boq-oh kll khmae.

'The first word of all is Khmer.' (/kll/ is not a verb.)

Adjective Predicate: sra? nix khoh tee.

'That vowel is wrong.'

Verb Predicate: koun səh bet siew-phlw.

'The students close their books.'

As we have seen previously, the relationships between nouns and verbs (or nouns and adjectives) can be simply stated in terms of word order--e.g. subject-verb-object (see last example above) or subject-predicate (see second example).

The relationship between verbs and adjectives, likewise, is fairly simple to state: whenever a verb and an adjective occur as constituents of the same predicate, it is always the adjective that functions as head of that predicate, regardless of the order. We have seen many examples of this type ('Khmer is easy to learn,' etc.). A simple test to determine which is the headword of the predicate is provided by the negative construction, which occurs in the negative version ('transform') of the same predicate. Examples (V=Verb, A=Adjective):

Positive: AV

khmae sruol rien.
'Khmer is easy to learn.'
onglee pibaa' sasee.
'English is hard to write.'
khlia nih nhey yul.
'This sentence is easy to understand.'

Negative: not AV

khmae min sruol rien tee.
'Khmer is not easy to learn.'
onglee min pibaa' sasee tee.
'English is not hard to write.'
khlia nih min nhey yul tee.
'This sentence is not easy to understand.'

Positive: VA

koun seh prae trew.
'The students translate correctly.'
kee thaa chbah.
'They say it clearly.'

Negative: V not A

koun seh prae min trew tee.
'The students translate incorrectly.'
kee thaa min chbah tee.
'They don't say it clearly.'

Thus, while it is common for a verb to modify an adjective, the reverse situation is not ordinarily found in spoken Cambodian. The same test that we used to determine the head of verb-adjective predicates, we could now apply to verb-verb predicates, and we should see that there are basically three types of construction depending on the pattern of negation: 1) first verb negated; 2) second verb negated; 3) no negation possible. Examples:

1) Positive: VV

coj thvee
'want to do'
khom thaa
'try to say'

Negative: not VV

min coj thvee
'not want to do'
min khom thaa
'not try to say'

2) Positive: VV

sdap lli
'able to hear' (listen...hear)
sdap baan
'able to understand (listen...
get)
roo' kheen
'able to find' (look for...see)

Negative: V not V

sdap min lli
'not able to hear'
sdap min baan
'not able to understand'
roo' min kheen
'not able to find'

3) Non-negatable (or already negated) verb constructions

There are still other types of verb modifiers which do not belong to any of the major word-classes (noun, verb, adjective, etc.). Some of these modifiers come before the verb, and others come after. Usually the resulting constructions are not negatable at all (some, in fact, are already negative in meaning). Here is a partial list of modifiers that you have already had:

<u>Before the Verb</u>		<u>After the Verb</u>	
soum	'please'	haey	'already'
kom	'don't'	tee	(emphatic word)
cam	'wait and'	tee?	(question particle)
aoy	'let, have'	viñ	'back, instead'
niq	'will'		

TRANSFORMATION DRILLS

Drill A. Negative Formation, with /min/ before predicate.

MODEL: Teacher: khmae sruol rien. Khmer is easy to learn.
Student: khmae min sruol rien tee. Khmer is not easy to learn.

- khmaw-day nih sruol sosae. This pencil is easy to write with.
 khmaw-day nih min sruol sosae tee. This pencil is not easy to write with.
- siew-phiw nih pibaa? meel. This book is hard to read.
 siew-phiw nih min pibaa? meel tee. This book is not hard to read.
- mee-rien nih nhey yul. This lesson is easy to understand.
 mee-rien nih min nhey yul tee. This lesson is not easy to understand.
- khñom coñ rien khmae. I want to learn Khmer.
 khñom min coñ rien khmae tee. I don't want to learn Khmer.

Drill B. Negative Formation, with /min/ splitting predicate.

MODEL: Teacher: koun seh sdap baan haey. The students understand.
Student: koun seh sdap min baan tee. The students do not understand.

- look kruu sdap look lii haey. The teacher can hear you.
 look kruu sdap look min lii tee. The teacher cannot hear you.
- khñom roo? tumpoa tii-pram kheeñ haey. I have found page five.
 khñom roo? tumpoa tii-pram min kheeñ tee. I can't find page five.

3. look thaa aʔsoo noo chbah nah.

You say the consonant ng very clearly.

look thaa aʔsoo noo min chbah tee.

You don't say the consonant ng clearly.

4. kee praε khlia tii-buon trew haey.

They translated sentence four correctly.

kee praε khlia tii-buon min trew tee.

They didn't translate sentence four correctly.

Drill C. Forming Negative Questions.

MODEL: Teacher: look sdap baan tee?

Do you understand?

Student: look sdap min baan tee
tee!? (rih?)

Don't you understand?

1. look rooʔ kheeñ tee?

Have you found it?

look rooʔ min kheeñ tee!?

Haven't you found it?

2. look coŋ rien oŋglee tee?

Do you want to learn English?

look min coŋ rien oŋglee tee!?

Don't you want to learn English?

3. kee thaa taam kruu chbah tee?

Do they repeat after the teacher clearly?

kee thaa taam kruu min chbah tee!?

Don't they repeat after the teacher clearly?

4. kee chlaey somnuo trew tee?

Do they answer the questions right?

kee chlaey somnuo min trew tee!?

Don't they answer the questions right?

PROGRESSIVE SUBSTITUTION DRILLS

Drill A.

1. khmaε sruol rien nah.

Khmer is quite easy to learn.

2. khmaε sruol sosε nah.

Khmer is quite easy to write.

3. khmaw-day nih sruol sosε nah.

This pencil is quite easy to write with.

4. khmaw-day nih pibaaʔ sosε nah.

This pencil is quite hard to write with.

5. piaʔ nih pibaaʔ sosε nah.

This word is quite hard to write.

6. piaʔ nih pibaaʔ yul nah.

This word is quite hard to understand.

7. piaʔ nih niey yul nah.

This word is quite easy to understand.

8. oŋglee niey yul nah.

English is quite easy to understand.

9. oŋglee pibaaʔ yul nah.

English is quite hard to understand.

10. oŋglee pibaaʔ rien nah.

English is quite hard to learn.

11. khmaε pibaaʔ rien nah.

Khmer is quite hard to learn.

12. khmaε sruol rien nah.

Khmer is quite easy to learn.

Drill B.

- | | |
|---|---|
| 1. thvæ douchneh kee haw thaa sɔsɛ. | This action is called 'sɔsɛ.' |
| 2. thvæ douchneh <u>khmaɛ</u> thaa sɔsɛ. | This action is 'sɔsɛ' <u>in Khmer</u> . |
| 3. <u>piɑʔ 'write'</u> khmaɛ thaa sɔsɛ. | <u>The word 'write'</u> is 'sɔsɛ' in Khmer. |
| 4. <u>piɑʔ mun niŋ</u> khmaɛ thaa sɔsɛ. | <u>The word before that</u> is 'sɔsɛ' in Khmer. |
| 5. piɑʔ mun niŋ <u>mɛɛl thaa</u> sɔsɛ. | The word before that <u>is read</u> 'sɔsɛ.' |
| 6. piɑʔ mun niŋ mɛɛl thaa <u>sruol</u> . | The word before that is read ' <u>sruol</u> .' |
| 7. piɑʔ mun niŋ <u>mian ney thaa</u> sruol. | The word before that <u>means</u> 'sruol.' |
| 8. <u>piɑʔ ŋiey</u> mian ney thaa sruol. | The word 'ŋiey' means 'sruol.' |
| 9. piɑʔ ŋiey mian ney thaa ' <u>easy</u> .' | The word 'ŋiey' means ' <u>easy</u> .' |
| 10. piɑʔ ŋiey <u>ɔŋglee thaa</u> 'easy.' | The word 'ŋiey' <u>in English</u> is 'easy.' |

Drill C.

- | | |
|---|---|
| 1. khom thaa aʔsɔɔ nɔɔ aoy khlaŋ ntɛc. | Try to say the n a little louder. |
| 2. khom thaa <u>sraʔ niŋ</u> aoy khlaŋ ntɛc. | Try to say <u>the vowel</u> a little louder. |
| 3. khom thaa sraʔ niŋ aoy <u>ɣiɛt</u> ntɛc. | Try to say the vowel a little <u>slower</u> . |
| 4. khom thaa sraʔ <u>khnoŋ piɑʔ niŋ</u> . | Try to say the vowel <u>in this word</u> . |
| 5. <u>kom</u> thaa sraʔ niŋ khnoŋ piɑʔ niŋ. | <u>Don't</u> say that vowel in this word. |
| 6. kom thaa <u>aʔsɔɔ nɔɔ</u> khnoŋ piɑʔ niŋ. | Don't say n in this word. |
| 7. <u>khom thaa</u> aʔsɔɔ nɔɔ khnoŋ piɑʔ niŋ. | <u>Try to say</u> n in this word. |
| 8. khom thaa aʔsɔɔ nɔɔ <u>aoy ñop</u> ntɛc. | Try to say the n <u>a little faster</u> . |
| 9. khom thaa aʔsɔɔ nɔɔ <u>aoy khlaŋ</u> ntɛc. | Try to say the n <u>a little louder</u> . |

EQUIVALENCE DRILLS

Drill A. Negatives in Context.

- MODEL: Teacher: ɛylɛw khñom sdap baan haey. Now I understand.
Student: mun niŋ khñom sdap min baan tee. Before this, I didn't understand.
- | | |
|--|--|
| 1. ɛylɛw khñom rɔɔʔ bəntót tii-bɛy
kheɛñ haey.
mun niŋ khñom rɔɔʔ bəntót tii-bɛy
min kheɛñ tee. | Now I've found line three.

Before this, I couldn't find line three. |
| 2. ɛylɛw khñom sdap look kruu lɪɪ
haey.
mun niŋ khñom sdap look kruu min
lɪɪ tee. | Now I can hear the teacher.

Before this, I couldn't hear the teacher. |

3. eylew look thaa sra? nɨŋ chbah
haey.

mun nɨŋ look thaa sra? nɨŋ min
chbah tee.

4. eylew look prae pia? nɨŋ trew haey.

mun nɨŋ look prae pia? nɨŋ min
trew tee.

Now you say that vowel very
clearly.

Before this, you didn't say the
vowel clearly.

Now you are using that word
correctly.

Before this you used the word
incorrectly.

Drill B. Opposites in Context.

MODEL: Teacher: pii mun look meel
yiit nah.

Student: kraoy móo? look meel
ñóp ntec.

Before, you were reading
very slowly.

Later, you read faster.

1. pii mun koun seh thaa taam təc-təc.

kraoy móo? koun seh thaa taam
khlay ntec.

Before, the students were repeating
softly.

Later, the students repeated louder.

2. pii mun kee chlaey sɔmnɔ
sruol-sruol.

kraoy móo? kee chlaey sɔmnɔ
pibaa? ntec.

Before, they were answering easy
questions.

Later they answered harder ones.

3. pii mun look kruu meel ñóp nah.

kraoy móo? look kruu meel yiit ntec.

Before, the teacher was reading
very fast.

Later the teacher read slower.

4. pii mun kee thaa khmaɛ pibaa?
rien nah.

kraoy móo? kee thaa khmaɛ sruol
rien ntec.

Before, they said Khmer was very
hard to learn.

Later, they said Khmer was easier
to learn.

Drill C. Negatives and Opposites.

MODEL: Teacher: look thaa yiit nah.

Student: look thaa min ñóp tee..

You speak very slowly.

You don't speak fast.

1. look thaa ñóp nah.

look thaa min yiit tee.

You speak very fast.

You don't speak slowly.

2. look thaa trew haey.

look thaa min khoh tee.

You said it correctly.

You didn't say it wrong.

3. mee-rien nih sruol nah.

mee-rien nih min pibaa? tee.

This lesson is easy.

This lesson is not difficult.

4. khliá nɨŋ pibaa? yúl nah.

khliá nɨŋ min ɲey yúl tee.

That sentence is hard to understand.

That sentence is not easy to
understand.

UNIT 11

BASIC DIALOGUE

Teacher

1. aanih s'ey? What's this?

First Student

2. nih cia khmaw-day. This is a pencil.

Teacher

3. haey aamuh? And what's that?

Second Student

4. nuh cia siew-phiw. That's a book.

Teacher

5. reboh pii niw-aenoh cia
ovey? What are those two things
there?

Third Student

6. nuh cia ruup thoat. Those are pictures (photographs).

Teacher

7. mian ruup thoat tee, niw
aenoh? Are there any pictures over there?

Third Student

8. baat, mian ruup thoat bey
niw ciñcéñ. Yes, there are three pictures
on the wall.

Teacher

9. aenaa? Where?

Third Student

10. ciñcéñ kraoy khnəəy look. The wall behind you.

Teacher

11. baat, trew haey. Yes, that's right.

First Student

12. khñom kheefi ruup thoat pram
niw ciñcéñ. I see five pictures on the wall.

Teacher

13. tee, pii nuh cia phaen-tii,
min meen ruup thoat tee. No, two of them are maps, not
pictures.

DIALOGUE FOR COMPREHENSION

kruu bonrienkoun seh

- | | |
|--|--|
| 1. aanih s'ey? | 2. nih cia khmaw-day. |
| 3. haey aanuh? | 4. nuh cia siew-phiw. |
| 5. rebh pii niw-aenoh cia ovey? | 6. nuh cia ruup thoat. |
| 7. mian ruup thoat tee, niw aenoh? | 8. baat, mian ruup thoat bey niw ciñcéñ. |
| 9. aenaa? | 10. ciñcéñ kraoy khnoej look. |
| 11. baat, trew haey. | 12. khñom kheñ ruup thoat pram niw ciñcéñ. |
| 13. tee, pii nuh cia phaen-tii, min meen ruup thoat tee. | |

NOTE: Noun-Numeral Constructions

One of the simplest ways to count objects in Khmer is to form a noun-modifier construction, with the noun to be counted as head and any numeral as the modifier. If the numeral is /muoy/ 'one,' there are two possible interpretations (insofar as English is concerned): 'one' or the indefinite article 'a, an.' If the numeral modifier /tiet/ 'more' is added, the possibilities for translation are accordingly 'one more' or 'another.' Examples:

siew-phiw muoy.	One book, a book.
siew-phiw muoy tiet.	One more book, another book.
koun seh mené? tiet.	One more student, another student.
rebh pii.	Two things.
phaen-tii pii tiet.	Two more maps.
khmaw-day bey	Three pencils.
ruup thoat bey tiet.	Three more pictures.
siew-phiw buon.	Four books.
rebh pram.	Five things.

NEW VOCABULARY: The Numerals 6-19

The numerals 6-19 are all derived from the basic numerals 1-5, with the addition of only one new item: /dop/ 'ten'. In Phnom Penh and a few other dialect centers, a parallel series of numerals exists for 11-19. These numerals are made with the number to be added to ten coming first, and joined to /dop/ by an element /n/ (which in careful speech is rendered as /don/ - muoy-dondop 'eleven,' etc.). In both Phnom Penh and Standard styles, the element /pram/ 'five' is shortened to /pm/ in the numerals 6-9, in rapid speech. The full form of /pram/ in Phnom Penh is /péam/.

The numerals:

Standard <u>6-10</u>	Rapid <u>6-10</u>	Standard <u>11-19</u>	Phnom Penh <u>11-19</u>
6. prammuoy	pmmuoy	11. dōpmuoy	muoy-ndōp (mēndōp)
7. prampil	pmpil	12. dōppil	pil-ndōp
8. prambey	pmbey	13. dōpbey	bey-ndōp
9. prambuon	pmbuon	14. dōpbuon	buon-ndōp
10. dōp	dōp	15. dōppram	pēam-ndōp
		16. dōp-pmmuoy	pmmuoy-ndōp
		17. dōp-pmpil	pmpil-ndōp
		18. dōp-pmbey	pmbey-ndōp
		19. dōp-pmbuon	pmbuon-ndōp

The variations on the dialogue, given below, use a portion of the basic dialogue of this unit to introduce some of the new numerals in context. Both Standard and Phnom Penh forms are used.

Variation One:

<u>kruu bōgrien</u>	<u>koun sēh</u>
5. rēboh dōp-pil nīw-aēnoh cia ōvey?	6. nuh cia ruup thoōt.
7. mian ruup thoōt tiet tee, nīw-aēnoh?	8. baat, mian ruup thoōt pmbey tiet nīw ciñcéŋ.
12. khñom kheēñ ruup thoōt dōp-buon nīw ciñcéŋ.	13. tee, pmmuoy nuh cia phaen-tii, mīn mēen ruup thoōt tee.

Variation Two:

5. rēboh pil-ndōp nīw-aēnoh cia ōvey?	6. nuh cia phaen-tii.
7. mian phaen-tii tiet tee, nīw-aēnoh?	8. baat, mian phaen-tii pmpil tiet nīw ciñcéŋ.
12. khñom kheēñ ruup thoōt pmmuoy-ndōp nīw ciñcéŋ.	13. tee, pmbuon nuh cia ruup thoōt, mīn mēen phaen-tii tee.

RESPONSE DRILL

Drill A.

- MODEL: Teacher: aanih sʔey? (khmaw-day) What's this? (pencil)
Student: aanih cia khmaw-day. This is a pencil.
1. aanuh sʔey? (siew-phiw) What's that? (book)
 aanuh cia siew-phiw. That is a book.
 2. aanih sʔey? (ciñcéŋ) What's this? (wall)
 aanih cia ciñcéŋ. This is a wall.
 3. reboh pii nŋw-aenoh cia ɔvey? What are those two things there?
 (phaen-tii) (maps)
 reboh pii nŋw-aenoh cia phaen-tii. Those two things are maps.
 4. reboh bey nih sʔey? (ruup thoot) What're these three things?
 (pictures)
 reboh bey nih cia ruup thoot. These three things are pictures.
 5. aanuh cia siew-phiw ey? What kind of a book is that?
 (siew-phiw meel) (reading)
 aanuh cia siew-phiw meel. That's a book for reading.
 6. aanih cia siew-phiw ey? What kind of a book is this?
 (siew-phiw sɔsɛ) (notebook)
 aanih cia siew-phiw sɔsɛ. This is a notebook.

Drill B.

- MODEL: Teacher: mian ruup thoot tee, Are there any pictures,
 nŋw-aenoh? (bey) over there? (three)
Student: baat, mian bey nŋw-aenoh. Yes, there are three over
 there.
1. mian siew-phiw tee, nŋw nih? Are there any books here? (nine)
 (pmbuon)
 baat, mian pmbuon nŋw nih. Yes, there are nine here.
 2. mian phaen-tii tee, nŋw ciñcéŋ? Are there any maps on the wall?
 (pmmuoy) (six)
 baat, mian pmmuoy nŋw ciñcéŋ. Yes, there are six over there.
 3. mian khmaw-day tee, nŋw-aenoh? Are there any pencils over there?
 (fifteen)
 baat, mian dɔppram nŋw-aenoh. Yes, there are fifteen over there.
 4. mian koun seh tee, nŋw nih? Are there any students here?
 (pmpil néʔ) (seven)
 baat, mian pmpil néʔ nŋw nih. Yes, there are seven here.

Drill B.

- | | |
|--|---|
| 1. khñom khөөñ ruup thoот pram
nıw ciñcéŋ. | I see <u>five pictures</u> on the wall. |
| 2. khñom khөөñ <u>phaen-tii pmbey</u>
nıw ciñcéŋ. | I see <u>eight maps</u> on the wall. |
| 3. khñom khөөñ <u>ruup thoот dąpmuoy</u>
nıw ciñcéŋ. | I see <u>eleven pictures</u> on the wall. |
| 4. khñom khөөñ <u>phaen-tii buon-ndąp</u>
nıw ciñcéŋ, | I see <u>fourteen maps</u> on the wall. |
| 5. khñom khөөñ <u>phaen-tii dąpbey</u>
nıw ciñcéŋ. | I see <u>thirteen maps</u> on the wall. |
| 6. khñom khөөñ <u>ruup thoот pram</u>
nıw ciñcéŋ. | I see <u>five pictures</u> on the wall. |

Drill C.

- | | |
|---|---|
| 1. mian ruup thoот tee, nıw-aenoh? | Are there any pictures over there? |
| 2. mian <u>khmaw-day</u> tee, nıw-aenoh? | Are there any <u>pencils</u> over there? |
| 3. mian <u>siew-phıw</u> tee, nıw-aenoh? | Are there any <u>books</u> over there? |
| 4. mian <u>phaen-tii</u> tee, nıw-aenoh? | Are there any <u>maps</u> over there? |
| 5. mian <u>reboh</u> tee, nıw-aenoh? | Are there any <u>things</u> over there? |
| 6. mian <u>ruup thoот</u> tee, nıw-aenoh. | Are there any <u>pictures</u> over there? |

Drill D.

- | | |
|--|--|
| 1. reboh pii nıw-aenoh cia ąvey? | What are those two things there? |
| 2. reboh pii nıw-aenoh cia <u>phaen-tii</u> . | Those two things there are <u>maps</u> . |
| 3. reboh pii nıw-aenoh cia <u>ruup thoот</u> . | Those two things there are <u>pictures</u> . |
| 4. reboh pii nıw-aenoh cia <u>khmaw-day</u> . | Those two things there are <u>pencils</u> . |
| 5. reboh pii nıw-aenoh cia <u>siew-phıw</u> . | Those two things there are <u>books</u> . |
| 6. reboh pii nıw-aenoh cia <u>ąvey</u> ? | <u>What</u> are those two things there? |

FLUENCY DRILLS

Drill A. Expansion

1. mian ruup thoat.
2. mian ruup thoat nw ciñcéñ.
3. mian ruup thoat bey nw ciñcéñ.
4. mian ruup thoat bey nw ciñcéñ kraoy khnōñ look.
5. mian ruup thoat bey tiet nw ciñcéñ kraoy khnōñ look.
6. khñom khēñ mian ruup thoat bey tiet nw ciñcéñ kraoy khnōñ look.

1. There are pictures.
2. There are pictures on the wall.
3. There are three pictures on the wall.
4. There are three pictures on the wall behind you.
5. There are three more pictures on the wall behind you.
6. I see there are three more pictures on the wall behind you.

Drill B. Reduction

1. khñom khēñ mian ruup thoat bey tiet nw ciñcéñ kraoy khnōñ look.
2. khñom khēñ mian ruup thoat bey nw ciñcéñ kraoy khnōñ look.
3. khñom khēñ mian ruup thoat bey kraoy khnōñ look.
4. khñom khēñ ruup thoat bey kraoy khnōñ look.
5. khñom khēñ ruup thoat bey.
6. khñom khēñ bey.

1. I see there are three more pictures on the wall behind you.
2. I see there are three pictures on the wall behind you.
3. I see there are three pictures behind you.
4. I see three pictures behind you.
5. I see three pictures.
6. I see three.

UNIT 12

BASIC DIALOGUE

Teacher

1. phaen-tii khaan-sdam cia What is the map on the right a
 phaen-tii ey? map of?

First Student

2. baat, phaen-tii srok khmae. It's a map of Cambodia.

Teacher

3. coh aamuoy khaan-chvee? And the one on the left?

Second Student

4. taam khnom smaan, cia I think it's a map of the city
 phaen-tii tii-kro? of Phnom Penh.
 phnum-pi.

Third Student

5. coh phaen-tii ey niw-aenoh? What is that map over there?

Teacher

6. phaen-tii naa-muoy? Which one?

Third Student

7. aamuoy niw cit khdaa-khien. The one near the blackboard.

Teacher

8. ou, nuh min meen phaen-tii tee. Oh, that's not a map. That's a
 cia kumnuu tee. chart.

First Student

9. kumnuu ey? What kind of a chart?

Teacher

10. cia kumnuu somrap bo?rien It's a chart for teaching the
 a?soo khmae. Khmer alphabet.

Second Student

11. yee? rien eylew (rih)? Are we going to study that now?

Teacher

12. tee, ntec tiet baan yee? rien. No, we're going to study it a
 little later.

DIALOGUE FOR COMPREHENSION

kruu bongrienkoun seh

1. phaen-tii khaaŋ-sdam cia phaen-tii ey?
2. baat, phaen-tii srok khmae.
3. coh aamuoy khaaŋ-chvseŋ?
4. taam khñom smaan, cia phaen-tii tii-kroŋ phnum piñ.
5. coh phaen-tii ey niw-aenoh?
6. phaen-tii naa-muoy?
7. aamuoy niw cit khdaa-khien.
8. ou, nuh min meen phaen-tii tee.
cia kumnuu tee.
9. kumnuu ey?
10. cia kumnuu somrap bongrien a'soo khmae.
11. yeŋ rien eylew (rih)?
12. tee, ntac tiet baan yeŋ rien.

NOTE: Noun and Numeral Substitutes

As you have doubtless already observed, Khmer does not have the English singular-plural distinction in its nouns: book, books. The distinction can, of course, be made when necessary; it is merely not obligatory in Khmer nouns, as it is in English. The simplest device is to specify indefinite singular by the addition of /muoy/ 'one' and to specify indefinite plural by the addition of /khlah/ 'some' to the noun. Both /muoy/ and /khlah/ in these cases are noun modifiers; /muoy/ itself is a numeral, while /khlah/ is a numeral substitute - that is, it stands for any number from 'two' upward. Note the following:

siew-phiw	'book, ' 'books' 'the book, ' 'the books'
siew-phiw muoy	'one book, ' 'a book, ' (never 'the book')
siew-phiw khlah	'some books, ' 'books, ' (never 'the books')

Both these items, as we have seen in Unit 10, can be themselves modified by such items as /tiet/ 'more.' Besides modifying nouns, both can stand after /naa/ 'which.' /khlah/ (but not /muoy/ can stand after /ey/ 'what.' The following tabulation shows their relationships with each other and with another numeral substitute you have previously met: /tii-pemaan/ 'which in a series.'

<u>Indeterminate</u>		<u>'Singular'</u>	<u>'Plural'</u>
		muoy 'one'	khlah 'some'
		aamuoy 'the one'	
naa	'which'	naa-muoy 'which one'	naa-khlah 'which ones'
ey	'what'		ey-khlah 'what ones'
		tii-pemaan 'which in a series'	
aetiet	'other(s)'	muoy tiet 'another'	khlah tiet 'other ones'

Still another use of /muoy/ and /khlah/ is as noun substitutes. Like /naa/ and /ey/, both items occur independently, without any noun attached to them. In this case, the meaning is clearly 'definite singular' and 'indeterminate plural' - that is, /muoy/ or /aamuoy/ means 'the one,' but /khlah/ still means 'some' (rarely 'the ones'.) The most common context is the one exemplified by sentences 6 and 7 of the Basic Dialogue:

phaen-tii naa-muoy?
aamuoy niw cit khdaa-khien.

'Which map?'
 'The one near the blackboard.'

Compare also sentence 3:

coh aamuoy khaaŋ-chvɛɛŋ?

'And the one on the left?'

The same examples with /khlah/ instead of /muoy/:

phaen-tii naa-khlah?
phaen-tii niw cit khdaa-khien.
 coh phaen-tii khaaŋ-chvɛɛŋ?

'Which maps?'
 'The maps near the blackboard.'
 'And the maps on the left?'

RESPONSE DRILLS

Drill A.

MODEL. Teacher: phaen-tii naa-muoy?
 (cit khdaa-khien)

Which map? (near the
 blackboard)

Student: muoy niw cit khdaa-khien.

The one near the blackboard.

1. ruup thoət naa-muoy? (kraoy
 khnoəŋ look kruu)
 muoy niw kraoy khnoəŋ look kruu.

Which picture? (behind the teacher)

The one behind the teacher.

2. kumnuu naa-muoy? (khaaŋ-chvɛɛŋ)
 muoy niw khaaŋ-chvɛɛŋ.

Which chart? (to the left)

The one to the left.

3. siəw-phiw naa-muoy? (khaaŋ-sdam)
 muoy niw khaaŋ-sdam.

Which book? (to the right)

The one to the right.

4. khmaw-day naa-muoy? (cit look)
 muoy niw cit look.

Which pencil? (near you)

The one near you.

5. phaen-tii naa-muoy? (khaaŋ-sdam look)
 muoy niw khaaŋ-sdam look.

Which map? (to your right)

The one to your right.

6. ruup thoət naa-muoy? (khaaŋ-chvɛɛŋ
 khdaa-khien)
 muoy niw khaaŋ-chvɛɛŋ khdaa-khien.

Which picture? (to the left of
 the blackboard)

The one to the left of the black-
 board.

Drill B.

MODEL: Teacher: phaen-tii naa-khlah?
(buon, niw-aenoh)

Which maps? (four, over there)

Student: phaen-tii buon niw-aenoh. The four maps over there.

(NOTE: The location, in this drill, is always niw-aenoh, 'over there')

- | | |
|--|---|
| 1. ruup thoat naa-khlah? (ruup pii)
ruup pii niw-aenoh. | Which pictures? (two)
The two pictures over there. |
| 2. siew-phiw naa-khlah? (aabeŋ)
aabeŋ niw-aenoh. | Which books? (three)
The three over there. |
| 3. né?-naa khlah? (pram né?)
pram né? niw-aenoh. | Which people? (five)
The five people over there. |
| 4. phaen-tii naa-khlah? (pii)
phaen-tii pii niw-aenoh. | Which maps? (two)
The two maps over there. |

Drill C.

MODEL: Teacher: phaen-tii khaaŋ-sdam cia
phaen-tii ey? (srok khmae)

What is the map to the right
a map of? (Cambodia)

Student: phaen-tii khaaŋ-sdam cia
phaen-tii srok khmae. The map to the right is a
map of Cambodia.

- | | |
|--|---|
| 1. ruup thoat khaaŋ-chveaŋ cia ruup
thoat ey? (look kruu)
ruup thoat khaaŋ-chveaŋ cia ruup
thoat look kruu. | What is the picture to the left
a picture of? (the teacher)
The picture to the left is a
picture of the teacher. |
| 2. kumnuu niw cit khdaa-khien cia
kumnuu ey? (a'soo khmae)
kumnuu niw cit khdaa khien cia
kumnuu a'soo khmae. | What is the chart near the black-
board a chart of? (Khmer letters)
The chart near the blackboard is
a chart of Khmer letters. |
| 3. siew-phiw kraoy khnoaŋ look cia
siew-phiw ey? (aŋglee)
siew-phiw kraoy khnoaŋ khñom cia
siew-phiw aŋglee. | What kind of a book is the book
behind you? (English)
The book behind me is an English
book. |
| 4. phaen-tii niw-aenoh cia phaen-tii
ey? (tii-kroŋ phnum pifi)
phaen-tii niw-aenoh cia phaen-tii
tii-kroŋ phnum pifi, | What is the map over there a map
of? (the city of Phnom Penh)
The map over there is a map of the
city of Phnom Penh. |

Drill D.

- MODEL: Teacher: yeəŋ rien əyləw? (ntəc tiet) We're going to study now?
(a little later)
- Student: tee, ntəc tiet baan yeəŋ No, we won't study until
rien. later.
1. yeəŋ thvəe əyləw? (ntəc tiet) We're going to do it now? (later)
tee, ntəc tiet baan yeəŋ thvəe. No, we won't do it until later.
 2. yeəŋ sɔsəe əyləw? (ntəc tiet) We're going to write now? (later)
tee, ntəc tiet baan yeəŋ sɔsəe. No, we won't write until later.
 3. yeəŋ meel əyləw? (ntəc tiet) We're going to read now? (later)
tee, ntəc tiet baan yeəŋ meel. No, we won't read until later.
 4. yeəŋ præ əyləw? (ntəc tiet) We're going to translate now?
(later)
tee, ntəc tiet baan yeəŋ præ. No, we won't translate until later.

Drill E.

- MODEL: Teacher: muoy khaaŋ-sdam cia phaen-tii, The one on the right is a
mɛən tee? (tee, kumnuu) map, isn't it? (no, a chart)
- Student: ou, nuh min mɛən phaen-tii Oh, that's not a map. It's
tee. kumnuu tee. a chart.
1. muoy khaaŋ-chvəeŋ cia kumnuu, mɛən The one on the left is a chart,
tee? (tee, ruup thoət) isn't it? (no, a picture)
ou, nuh min mɛən kumnuu tee. ruup Oh, that's not a chart. It's a
thoət tee. picture.
 2. muoy niw cit khdaa-khien cia ruup The one near the blackboard is a
thoət, mɛən tee? (tee, phaen-tii) picture, isn't it? (no, a map)
ou, nuh min mɛən ruup thoət tee. Oh, that's not a picture. It's
phaen-tii tee. a map.
 3. muoy khaaŋ-sdam look cia siew-phiw The one to the right of you is a
sɔsəe, mɛən tee? (tee, siew-phiw meel) notebook, isn't it? (no, a book)
ou, nuh min mɛən siew-phiw sɔsəe tee. Oh, that's not a notebook. It's
siew-phiw meel tee. a book.
 4. muoy khaaŋ-chvəeŋ look cia siew-phiw The one to the left of you is a
meel, mɛən tee? (tee, siew-phiw sɔsəe) book, isn't it? (no, a notebook)
ou, nuh min mɛən siew-phiw meel tee. Oh, that's not a book. It's a
siew-phiw sɔsəe tee. notebook.

SUBSTITUTION DRILLS

Drill A.

- | | |
|--|-------------------------------------|
| 1. yeen rien siew-phiw ey? | What book are we studying? |
| 2. yeen rien siew-phiw <u>ey-khlah?</u> | <u>What books</u> are we studying? |
| 3. yeen rien siew-phiw <u>naa-muoy?</u> | <u>Which</u> book are we studying? |
| 4. yeen rien siew-phiw <u>naa-khlah?</u> | <u>Which books</u> are we studying? |
| 5. yeen rien <u>tumpóa tii-pemaan?</u> | <u>What page</u> are we studying? |
| 6. yeen rien tumpóa <u>naa?</u> | <u>Which</u> page are we studying? |
| 7. yeen rien tumpóa <u>naa-khlah?</u> | <u>Which pages</u> are we studying? |
| 8. yeen rien <u>siew-phiw ey?</u> | <u>What book</u> are we studying? |

Drill B.

- | | |
|---|---|
| 1. cia kumnuu somrap bəŋrien aʔsoo khmaɛ. | It's a chart for teaching Khmer consonants. |
| 2. cia kumnuu somrap bəŋrien <u>sra?</u> khmaɛ. | It's a chart for teaching <u>Khmer vowels</u> . |
| 3. cia kumnuu somrap bəŋrien <u>sra?</u> ɔŋlee. | It's a chart for teaching <u>English vowels</u> . |
| 4. cia kumnuu somrap bəŋrien <u>aʔsoo</u> ɔŋlee. | It's a chart for teaching <u>English consonants</u> . |
| 5. cia <u>siew-phiw</u> somrap bəŋrien aʔsoo ɔŋlee. | It's a <u>book</u> for teaching English consonants. |
| 6. cia siew-phiw somrap bəŋrien <u>sra?</u> khmaɛ. | It's a book for teaching <u>Khmer vowels</u> . |
| 7. cia siew-phiw somrap bəŋrien <u>aʔsoo khmaɛ.</u> | It's a book for teaching <u>Khmer consonants</u> . |
| 8. cia <u>kumnuu</u> somrap bəŋrien aʔsoo khmaɛ. | It's a <u>chart</u> for teaching Khmer consonants. |

Drill C.

- | | |
|--|--|
| 1. taam khñom smaan, cia phaen-tii srok khmaɛ. | I would guess it's a map of Cambodia. |
| 2. taam khñom smaan, cia phaen-tii <u>srok amerik.</u> | I would guess it's a map <u>of America</u> . |

- | | |
|--|--|
| 3. taam khñom smaan, cia phaen-tii
<u>tii-kroŋ phnum piñ.</u> | I would guess it's a map <u>of the</u>
<u>city of Phnom Penh.</u> |
| 4. taam khñom smaan, cia phaen-tii
<u>tii-kroŋ vasentaon.</u> | I would guess it's a map <u>of the</u>
<u>city of Washington.</u> |
| 5. taam khñom smaan, cia <u>ruup thoat</u>
<u>look kruu.</u> | I would guess it's <u>a picture</u>
<u>of the teacher (m).</u> |
| 6. taam khñom smaan, cia ruup thoat
<u>né? kruu.</u> | I would guess it's <u>a picture</u>
<u>of the teacher (f).</u> |
| 7. taam khñom smaan, cia <u>phaen-tii</u>
<u>srok khmae.</u> | I would guess it's <u>a map of</u>
<u>Cambodia.</u> |

FLUENCY DRILLS

Drill A. Expansion

1. cia kumnuu.
2. muoy khaaŋ-sdam cia kumnuu.
3. muoy khaaŋ-sdam cia kumnuu somrap boŋrien.
4. taam khñom smaan, muoy khaaŋ-sdam cia kumnuu somrap boŋrien.
5. taam khñom smaan, muoy khaaŋ-sdam cia kumnuu somrap boŋrien a'soo khmae.
6. taam khñom smaan, muoy khaaŋ-sdam cia kumnuu somrap boŋrien a'soo khmae
somrap koun seh oŋglee.
1. It's a chart.
2. The one on the right is a chart.
3. The one on the right is a chart for teaching.
4. I would guess the one on the right is a chart for teaching.
5. I would guess the one on the right is a chart for teaching Khmer consonants.
6. I would guess the one on the right is a chart for teaching Khmer consonants
to English students.

Drill B. Reduction

1. taam khñom smaan, muoy khaaŋ-sdam cia kumnuu somrap boŋrien a'soo khmae
somrap koun seh oŋglee.
2. taam khñom smaan, cia kumnuu somrap boŋrien a'soo khmae somrap koun seh
oŋglee.
3. taam khñom smaan, cia kumnuu somrap boŋrien somrap koun seh oŋglee.
4. taam khñom smaan, cia kumnuu somrap boŋrien.
5. cia kumnuu somrap boŋrien.
6. cia kumnuu.
1. I would guess the one on the right is a chart for teaching Khmer
consonants to English students.
2. I would guess it's a chart for teaching Khmer consonants to English
students.
3. I would guess it's a chart for teaching English students.
4. I would guess it's a chart for teaching.
5. It's a chart for teaching.
6. It's a chart.

Teacher

13. mian khmaw-day p'oa khmaw tee? Are there any black pencils?

Second Student

14. tee, khmian tee. No, there aren't.

DIALOGUE AND VARIATIONS FOR COMPREHENSION

kruu bongrien

koun seh

- | | |
|--|---|
| 1. khñom mian khmaw-day pemaan niq? | 2. baat, look mian bey. |
| 3. muoy niw khaaq-chveeq nih p'oa ey? | 4. baat, p'oa lieq. |
| 5. haey muoy khaaq-sdam p'oa ey? | 6. baat, p'oa khiew. |
| 7. coh muoy kondaal p'oa ey? | 8. baat, p'oa krohom. |
| 9. haey rebah aetiet nih cia khmaw-day
dae ri-ey? | 10. tee, min meen tee. cia dooq pakaa
tee. |
| 10. dooq pakaa p'oa ey? | 12. baat, p'oa khmaw. |
| 13. mian khmaw-day p'oa khmaw tee? | 14. tee, khmian tee. |

Variation One:

- | | |
|---|--|
| 1. look mian khmaw-day pemaan? | 2. baat, khñom mian dop-pmbuon. |
| 3. look mian khmaw-day p'oa lieq pemaan? | 4. baat, khñom mian prambey. |
| 5. haey look mian p'oa khiew pemaan? | 6. baat, khñom mian pram. |
| 7. coh p'oa krohom pemaan? | 8. baat, khñom mian prmuoy. |
| 9. haey rebah aetiet nuh min meen
khmaw-day tee rih? | 10. baat, cia dooq pakaa. |
| 11. look mian dooq pakaa pemaan niq? | 12. baat, khñom mian bey, p'oa khmaw
pii, p'oa krohom muoy. |
| 13. mian dooq pakaa p'oa khiew tee? | 14. tee, khmian tee. |

Variation Two:

- | | |
|--|---|
| 1. niw cit khdaa-khien nuh mian
phaen-tii pemaan? | 2. baat, mian bey. |
| 3. muoy niw khaaq-chveeq nuh srok naa? | 4. baat, srok khmae. |
| 5. haey muoy khaaq-sdam srok naa? | 6. baat, nuh cia phaen-tii tii-kroq
phnum pii tee. |

- | | |
|--|--|
| 7. coh muoy kondaal? | 8. muoy kondaal cia phaen-tii phnum
pifi dae. |
| 9. haey rebah astiet cia phaen-tii
ri-ey? | 10. tee, min meen tee. cia ruup
thoot. |
| 11. ruup thoot ey? | 12. ruup thoot srok khmae. |
| 13. mian ruup thoot phnum pifi tee? | 14. tee, khmian tee. |

NOTE: Equational Sentences

There is one fairly common kind of Khmer sentence in which the predicate is a noun expression (i.e. noun or noun-modifier construction), and there is no verb or adjective at all. You have already heard many of these equational sentences; the present unit contains a lot more of them. It is not always possible to tell a positive equational sentence apart from a complex noun expression (nor is it necessary to do so). Examples:

khmaw-day póa liex.

'The yellow pencils.' or 'The pencils
are yellow.'

(/póa/ 'color' is a noun, and /póa liex/ is a noun expression) It is only when a negative statement or a question is involved that we can tell what the construction is:

khmaw-day min meen póa liex tee.

'The pencils are not yellow.'

khmian khmaw-day póa liex tee.

'There are no yellow pencils.'

khmaw-day póa ey?

'What color are the pencils.'

mian khmaw-day póa liex tee?

'Are there any yellow pencils?'

khmaw-day póa liex, meen tee?

'Are the pencils yellow?'

Note that the negative form of an equational sentence is made with /min meen/, rather than /min/ alone, and that the yes-no question based on an equational sentence is like a confirmation question (see Note, Unit 5), in that it is made with intonation alone or with /meen tee?/ rather than with /tee?/ alone.

SUBSTITUTION DRILLS

Drill A.

- look mian khmaw-day pemaan?
 - look mian siew-phiw pemaan?
 - look mian ruup thoot pemaan?
 - look mian phaen-tii pemaan?
 - look mian kumnuu pemaan?
 - look mian doon pakaa pemaan?
 - look mian khmaw-day pemaan?
- How many pencils do you have?
 - How many books do you have?
 - How many pictures do you have?
 - How many maps do you have?

5. How many charts do you have?
6. How many pens do you have?
7. How many pencils do you have?

Drill B.

1. khmaw-day niw khaan-chveej póa ey?
 2. khmaw-day niw khaan-sdam póa ey?
 3. khmaw-day niw kondaal póa ey?
 4. ruup thoat niw kondaal póa ey?
 5. ruup thoat niw cit khdaa khien póa ey?
 6. ruup thoat niw kraoy khnoej look kruu póa ey?
 7. ruup thoat niw khaan-chveej póa ey?
 8. khmaw-day niw khaan-chveej póa ey?
1. What color is the pencil on the left?
 2. What color is the pencil on the right?
 3. What color is the pencil in the middle?
 4. What color is the picture in the middle?
 5. What color is the picture near the blackboard?
 6. What color is the picture behind the teacher?
 7. What color is the picture on the left?
 8. What color is the pencil on the left?

Drill C.

1. khmaw-day naa-muoy póa liex?
 2. khmaw-day naa-muoy póa krchoom?
 3. khmaw-day naa-muoy póa khiew?
 4. khmaw-day naa-muoy póa khmaw?
 5. doej pakaa naa-muoy póa khmaw?
 6. doej pakaa naa-muoy póa krchoom?
 7. doej pakaa naa-muoy póa liex?
 8. khmaw-day naa-muoy póa liex?
1. Which pencil is yellow?
 2. Which pencil is red?
 3. Which pencil is blue?
 4. Which pencil is black?
 5. Which pen is black.
 6. Which pen is red?
 7. Which pen is yellow?
 8. Which pencil is yellow?

Drill D.

1. rebob nih cia khmaw-day ri-ey?
2. rebob khaan-sdam nuh cia khmaw-day ri-ey?
3. rebob khaan-chveej nuh cia khmaw-day ri-ey?
4. rebob niw kondaal nuh cia khmaw-day ri-ey?
5. rebob niw kondaal nuh cia phaen-tii ri-ey?

- ## RESPONSE DRILLS

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3. phaen-tii kraoy khnoej look
kruu póa ey? (krohoom)
muoy niw kraoy khnoej look kruu
póa krohoom.
4. kumnuu somrap bojrien a'soo khmae
póa ey? (khmaw)
muoy somrap bojrien a'soo khmae
póa khmaw.
5. doej pakaa niw kondaal póa ey?
(khiew)
muoy niw kondaal póa khiew.
6. rebch actiet nuh póa ey?
(lieng nij krohoom)
muoy tiet nuh póa lieng nij krohoom.

- What color is the map behind the teacher? (red)
The one behind the teacher is red.
- What color is the chart for teaching Khmer consonants? (black)
The one for teaching Khmer consonants is black.
- What color is the pen in the middle? (blue)
The one in the middle is blue.
- What color is that other thing? (yellow and red)
The other one is yellow and red.

Drill C.

MODEL: Teacher: khmaw-day naa-muoy póa
lieng? (khaaj-chveej)

Which pencil is yellow?
(on the left)

Student: muoy khaaj-chveej póa lieng.

The one on the left is yellow.

1. siew-phiw naa-muoy somrap bojrien
a'soo onglee? (khaaj-sdam)
muoy khaaj-sdam somrap bojrien
a'soo onglee.

- Which book is for teaching English letters? (on the right)
The one on the right is for teaching English letters.

2. ruup thoet naa-muoy cia ruup thoet
tii-kroej phnum piñ? (niw cit
khdaa-khien)
muoy niw cit khdaa-khien cia ruup
thoet tii-kroej phnum piñ.

- Which picture is a picture of the city of Phnom Penh? (near the blackboard)
The one near the blackboard is a picture of the city of Phnom Penh.

3. phaen-tii naa-muoy cia phaen-tii
srok khmae? (kraoy khnoej
look kruu)
muoy kraoy khnoej look kruu cia
phaen-tii srok khmae.

- Which map is a map of Cambodia?
(behind the teacher)

The one behind the teacher is a map of Cambodia.

4. kumnuu naa-muoy somrap bojrien
a'soo khmae? (niw cit phaen-tii
srok khmae)
muoy niw cit phaen-tii srok khmae
cia kumnuu somrap bojrien a'soo
khmae.

- Which chart is for teaching Khmer consonants? (near the map of Cambodia)

The one near the map of Cambodia is a chart for teaching Khmer consonants.

5. dooŋ pakaa naa-muoy póa khmaw?
(niw kondaal)
muoy niw kondaal cia dooŋ pakaa
póa khmaw.

Which pen is black? (in the
middle)

The one in the middle is the
black pen.

6. siew-phiw naa-muoy póa khiew?
(niw khaaŋ-muk look)
muoy niw khaaŋ-muk look cia
siew-phiw póa khiew.

Which book is blue? (in front
of you)

The one in front of you is the
blue book.

Drill D.

MODEL: Teacher: nih cia khmaw-day r1-ey?
(tee, dooŋ pakaa)

Is this a pencil or what?
(no, a pen)

Student: tee, min meen khmaw-day tee.
nih cia dooŋ pakaa tee.

No, that's not a pencil.
It's a pen.

1. nih cia siew-phiw sotee r1-ey?
(tee, siew-phiw meel)
tee, min meen siew-phiw sotee tee.
nih cia siew-phiw meel tee.

Is this a notebook or what?
(no, a book)

No, that's not a notebook.
It's a book.

2. nih cia kumnuu r1-ey? (tee,
phaen-tii)
tee, min meen kumnuu tee. nih
cia phaen-tii tee.

Is this a chart or what? (no, a
map)

No, that's not a chart. It's a
map.

3. nih cia phaen-tii r1-ey?
(tee, ruup thoet)
tee, min meen phaen-tii tee.
nih cia ruup thoet tee.

Is this a map or what? (no, a
picture)

No, that's not a map. It's a
picture.

4. nih cia dooŋ pakaa r1-ey?
(tee, khmaw-day)
tee, min meen dooŋ pakaa tee.
nih cia khmaw-day tee.

Is this a pen or what? (no, a
pencil)

No, that's not a pen. It's a
pencil.

EXERCISE

The following chart, or an equivalent display of actual objects arranged by the teacher, is to be used in answering the information questions given below.

póa	khaaŋ-chvœeŋ	kondaal	khaaŋ-sdam
liœŋ	khmaw-day 3 dœœŋ pakaa 2	khmaw-day 2 dœœŋ pakaa 0	khmaw-day 5 dœœŋ pakaa 1
khiew	khmaw-day 2 dœœŋ pakaa 1	khmaw-day 1 dœœŋ pakaa 3	khmaw-day 4 dœœŋ pakaa 5
krœhoœm	khmaw-day 5 dœœŋ pakaa 3	khmaw-day 4 dœœŋ pakaa 2	khmaw-day 6 dœœŋ pakaa 1
khmaw	khmaw-day 0 dœœŋ pakaa 6	khmaw-day 1 dœœŋ pakaa 8	khmaw-day 2 dœœŋ pakaa 4

Questions

1. nŭw khaaŋ-chvœeŋ mian khmaw-day liœŋ pœmaan? (3)
2. nŭw khaaŋ-chvœeŋ mian khmaw-day khiew pœmaan? (2)
3. nŭw khaaŋ-chvœeŋ mian khmaw-day krœhoœm pœmaan? (5)
4. nŭw khaaŋ-chvœeŋ mian khmaw-day khmaw tee? (tee)
5. nŭw khaaŋ-chvœeŋ mian khmaw-day téŋ-œh pœmaan? (10)
6. nŭw kondaal mian khmaw-day liœŋ pœmaan? (2)
7. nŭw kondaal mian khmaw-day khiew pœmaan? (1)
8. nŭw kondaal mian khmaw-day krœhoœm pœmaan? (4)
9. nŭw kondaal mian khmaw-day khmaw pœmaan? (1)
10. nŭw kondaal mian khmaw-day téŋ-œh pœmaan? (8)
11. nŭw khaaŋ-sdam mian khmaw-day liœŋ pœmaan? (5)
12. nŭw khaaŋ-sdam mian khmaw-day khiew pœmaan? (4)
13. nŭw khaaŋ-sdam mian khmaw-day krœhoœm pœmaan? (6)
14. nŭw khaaŋ-sdam mian khmaw-day khmaw pœmaan? (2)
15. nŭw khaaŋ-sdam mian khmaw-day téŋ-œh pœmaan? (17)
16. khmaw-day liœŋ téŋ-œh pœmaan? (10)
17. khmaw-day khiew téŋ-œh pœmaan? (7)
18. khmaw-day krœhoœm téŋ-œh pœmaan? (15)
19. khmaw-day khmaw téŋ-œh pœmaan? (3)
20. khmaw-day dœp-pram nuh póa ey? (póa krœhoœm)
21. nŭw khaaŋ-chvœeŋ mian dœœŋ pakaa liœŋ pœmaan? (2)
22. nŭw khaaŋ-chvœeŋ mian dœœŋ pakaa khiew pœmaan? (1)

23. niw khaaŋ-chvɛɛŋ mian dooŋ pakaa krohoom pəmaan? (3)
24. niw khaaŋ-chvɛɛŋ mian dooŋ pakaa khmaw pəmaan? (6)
25. niw khaaŋ-chvɛɛŋ mian dooŋ pakaa téŋ-oh pəmaan? (12)
26. niw kondaal mian dooŋ pakaa liəŋ tee? (tee)
27. niw kondaal mian dooŋ pakaa khiew pəmaan? (3)
28. niw kondaal mian dooŋ pakaa krohoom pəmaan? (2)
29. niw kondaal mian dooŋ pakaa khmaw pəmaan? (8)
30. niw kondaal mian dooŋ pakaa téŋ-oh pəmaan? (13)
31. niw khaaŋ-sdam mian dooŋ pakaa liəŋ pəmaan? (1)
32. niw khaaŋ-sdam mian dooŋ pakaa khiew pəmaan? (5)
33. niw khaaŋ-sdam mian dooŋ pakaa krohoom pəmaan? (1)
34. niw khaaŋ-sdam mian dooŋ pakaa khmaw pəmaan? (4)
35. niw khaaŋ-sdam mian dooŋ pakaa téŋ-oh pəmaan? (11)
36. dooŋ pakaa liəŋ téŋ-oh pəmaan? (3)
37. dooŋ pakaa khiew téŋ-oh pəmaan? (9)
38. dooŋ pakaa krohoom téŋ-oh pəmaan? (6)
39. dooŋ pakaa khmaw téŋ-oh pəmaan? (18)
40. dooŋ pakaa dop-pmbey nuh póa ey? (póa khmaw)

UNIT 14

BASIC DIALOGUE

Teacher

1. khmaw-day naa-muoy veej ciag
kee boj-oh? Which pencil is the longest?

First Student

2. khmaw-day p'oa liej. The yellow pencil.

Teacher

3. khmaw-day naa-muoy khley ciag
kee boj-oh? Which pencil is the shortest?

Second Student

4. p'oa khiew. The blue one.

Teacher

5. coh khmaw-day p'oa krohom? And the red pencil?

Third Student

6. khmaw-day p'oa krohom veej
ciag khmaw day p'oa khiew,
tae khley ciag khmaw day
p'oa liej. The red pencil is larger than the
green one, but shorter than the
yellow one.

Teacher

7. coh dooj pakaa haey nij khmaw-day
p'oa khiew, aanaa veej ciag? Which is larger, the pen or the
blue pencil?

Fourth Student

8. khmaw-day veej ciag. The pencil is larger.

Teacher

9. khmaw-day p'oa krohom niw
trognaa? Where is the red pencil?

First Student

10. niw kondaal khmaw-day pii tiet. Between the other two pencils.

Teacher

11. haey khmaw-day p'oa liej niw
trognaa? And where is the yellow pencil?

Second Student

12. nŭw khaaŋ-chvŋeŋ.

It's on the left.

Teacher

13. muoy khaaŋ-sdam pŏa ey?

What color is the one on the right?

Third Student

14. pŏa khiew.

It's blue.

DIALOGUE FOR COMPREHENSION

kruu boŋrienkoun seh

- | | |
|--|---|
| 1. khmaw-day naa-muoy vŋeŋ ciaŋ
kee boŋ-oh? | 2. khmaw-day pŏa liŋ. |
| 3. khmaw-day naa-muoy khley ciaŋ
kee boŋ-oh? | 4. pŏa khiew. |
| 5. coh khmaw-day pŏa krohoom? | 6. khmaw-day pŏa krohoom vŋeŋ ciaŋ
khmaw-day pŏa khiew, tae khley
ciaŋ khmaw-day pŏa liŋ. |
| 7. coh doŋ pakaa haey niŋ khmaw-day,
aanaa vŋeŋ ciaŋ? | 8. khmaw-day vŋeŋ ciaŋ. |
| 11. haey khmaw-day pŏa liŋ nŭw troŋnaa? | 12. nŭw khaaŋ-chvŋeŋ. |
| 13. muoy khaaŋ-sdam pŏa ey? | 14. pŏa khiew. |

NOTE: Comparison of Adjectives

One set of adjective modifiers in Khmer corresponds very closely to the English modifiers and endings which form the 'comparative' and 'superlative' of adjectives (more, most, -er, -est). The corresponding Khmer forms are ciaŋ 'more' and bomphot 'most,' but the latter is usually replaced in colloquial speech by the phrase ciaŋ kee boŋ-oh 'more than all of them (others).' We have already encountered part of this phrase, kee boŋ-oh, in the expressions for 'first of all' and 'last of all.' (Notice, however, that the structure of these expressions is different from those involving adjectives; mun and kraoy belong to a different category of words which we can call prepositions.)

mun	'before'	mun (kee) boŋ-oh	'first of all'
kraoy	'after'	kraoy (kee) boŋ-oh	'last of all'

True adjectives have an intermediate possibility which corresponds to the English comparative in meaning: the adjective plus ciaŋ 'more.' In English the thing used as a standard of comparison is introduced by 'than'; in Khmer it follows directly after ciaŋ. When the standard of comparison is kee boŋ-oh 'all

of them,' we have the effect of the English superlative. (Note, however, that kee cannot be omitted in adjective expressions as it can be in 'first' and 'last' - see above.) Examples:

veej	veej cian	veej cian X	veej cian kee boq-oh
'long'	'longer'	'longer than X'	'longest of all'
khley	khley cian	khley cian X	khley cian kee boq-oh
'short'	'shorter'	'shorter than X'	'shortest of all'

Other adjectives you have had which can be compared as above are the following:

l'oo	'good'	khlay	'strong, loud'
sruol	'easy'	tec	'little, soft'
pibaa?	'hard'	ñóp	'fast'
qley	'easy'	yit	'slow'

RESPONSE DRILLS

Drill A.

- MODEL: Teacher: khmaw-day naa-muoy khley cian kee boq-oh? (póa khiew) Which pencil is the shortest? (blue)
- Student: khmaw-day póa khiew khley cian kee boq-oh. The blue pencil is the shortest.
1. doq pakaa naa-muoy khley cian kee boq-oh? (póa khmaw) Which pen is the shortest? (black)
doq pakaa póa khmaw khley cian kee boq-oh. The black pen is the shortest.
 2. khmaw-day naa-muoy veej cian kee boq-oh? (póa liex) Which pencil is the longest? (yellow)
khmaw-day póa liex veej cian kee boq-oh. The yellow pencil is the longest.
 3. doq pakaa naa-muoy veej cian kee boq-oh? (póa krohom) Which pen is the longest? (red)
doq pakaa póa krohom veej cian kee boq-oh. The red pen is the longest.
 4. mee-rien naa sruol cian kee boq-oh? (tii-muoy) Which lesson is the easiest? (first)
mee-rien tii-muoy sruol cian kee boq-oh. The first lesson is the easiest.
 5. khlia tii-pemaan pibaa? cian kee boq-oh? (tii-pmmuoy) Which sentence is the hardest? (sixth)
khlia tii-pmmuoy pibaa? cian kee boq-oh. The sixth sentence is the hardest.

6. khliá tii-pemaan vɛɛŋ ciáŋ kee
 bɔŋ-ɔh? (tii-pii)
 khliá tii-pii vɛɛŋ ciáŋ kee bɔŋ-ɔh.

Which sentence is the longest?
 (second)
 The second sentence is the longest.

Drill B.

MODEL: Teacher: dooŋ pakaa haey nɪŋ
 khmaw-day póa khiew,
 aanaa vɛɛŋ ciáŋ?
 (khmaw-day póa khiew)
Student: khmaw-day póa khiew vɛɛŋ
 ciáŋ.

Which is longer, the pen or
 the blue pencil? (blue
 pencil)

The blue pencil is longer.

1. khmaw-day póa liɛŋ haey nɪŋ khmaw-day
 póa krohoom, aanaa khleɣ ciáŋ?
 (khmaw-day póa krohoom)
 khmaw-day póa krohoom khleɣ ciáŋ.

Which is shorter, the yellow pencil
 or the red pencil? (red pencil)

The red pencil is shorter.

2. mee-rien tii-dɔpbɛy haey nɪŋ mee-rien
 tii-dɔpbun, aanaa sruol ciáŋ?
 (tii-dɔpbɛy)
 mee-rien tii-dɔpbɛy sruol ciáŋ.

Which is easier, lesson 13 or
 lesson 14? (13)

Lesson 13 is easier.

3. aʔsoo ɔŋglee haey nɪŋ aʔsoo khmaɛ,
 aanaa pibaa? ciáŋ. (Khmaɛ)
 aʔsoo khmaɛ pibaa? ciáŋ.

Which is harder, the English
 alphabet or the Khmer alphabet?
 (Khmer)

The Khmer alphabet is harder.

4. koun seh haey nɪŋ kruu, néʔnaa
 meel nʔop ciáŋ? (kruu)
 kruu meel nʔop ciáŋ.

Who reads faster, the students or
 the teacher? (teacher)

The teacher reads faster.

Drill C.

MODEL: Teacher: khmaw-day póa krohoom
 nɪw troŋnaa? (nɪw kondaal)
Student: khmaw-day póa krohoom nɪw
 kondaal.

Where is the red pencil?
 (in the middle)

The red pencil is in the
 middle.

1. khmaw-day póa liɛŋ nɪw troŋnaa?
 (khaaŋ-sdam)
 khmaw-day póa liɛŋ nɪw khaaŋ-sdam.
 2. khmaw-day póa khiew nɪw troŋnaa?
 (khaaŋ-sdam)
 khmaw-day póa khiew nɪw khaaŋ-sdam.

Where is the yellow pencil?
 (on the right)

The yellow pencil is on the right.

Where is the blue pencil? (on
 the right)

The blue pencil is on the right.

- ## EQUIVALENCE DRILLS

MODEL:	<u>Teacher:</u>	khmaw-day póa lieng veen ciaŋ khmaw-day póa krohoom.	The yellow pencil is longer than the red pencil.
	<u>Student:</u>	khmaw-day póa krohoom khley ciaŋ khmaw-day póa lieng.	The red pencil is shorter than the yellow pencil.

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|--|---|
| <p>5. look thaa khlaŋ ciaŋ khñom.
khñom thaa təc ciaŋ look.</p> <p>6. khlia nih ɲiey yúl ciaŋ khlia kraoy.

khlia kraoy pibaa? yúl ciaŋ khlia
nih.</p> | <p>You say it louder than I do.
I say it softer than you do.</p> <p>This sentence is easier to under-
stand than the next one.
The next sentence is harder to
understand than this one.</p> |
|--|---|

Drill B.

- | | |
|--|--|
| <p>MODEL: <u>Teacher</u>: khmaw-day póa khiew
 khley. khmaw-day
 aetiet vɛɛŋ.
 <u>Student</u>: khmaw-day póa khiew
 khley ciaŋ kee boŋ-oh.</p> | <p>The blue pencil is short.
The other pencils are
long.
The blue pencil is the
shortest of all.</p> |
| <p>1. dɔɔŋ pakaa póa krohoom vɛɛŋ. dɔɔŋ
 pakaa aetiet khley.
 dɔɔŋ pakaa póa krohoom vɛɛŋ ciaŋ
 kee boŋ-oh.</p> | <p>The red pen is long. The other
pens are short.
The red pen is the longest of all.</p> |
| <p>2. mee-rien nih pibaa?. mee-rien
 aetiet sruol.
 mee-rien nih pibaa? ciaŋ kee boŋ-oh.</p> | <p>This lesson is hard. The other
lessons are easy.
This lesson is the hardest of all.</p> |
| <p>3. khlia tii-pmmuoy vɛɛŋ. khlia
 aetiet khley.
 khlia tii-pmmuoy vɛɛŋ ciaŋ kee boŋ-oh.</p> | <p>Sentence six is long. The other
sentences are short.
Sentence six is the longest of all.</p> |
| <p>4. siew-phiw nih sruol. siew-phiw
 aetiet pibaa?.
 siew-phiw nih sruol ciaŋ kee boŋ-oh.</p> | <p>This yellow book is easy. The
other books are hard.
This yellow book is the easiest
of all.</p> |
| <p>5. koun seh khaaŋ-sdam meel ñóp.
 koun seh aetiet meel yit.

 koun seh khaaŋ-sdam meel ñóp ciaŋ
 kee boŋ-oh.</p> | <p>The student on the right reads
fast. The other students read
slow.
The student on the right reads
fastest of all.</p> |
| <p>6. ruup thoət khaaŋ-chvɛɛŋ l'ɔɔ.
 ruup thoət aetiet min l'ɔɔ tee.
 ruup thoət khaaŋ-chvɛɛŋ l'ɔɔ ciaŋ
 kee boŋ-oh.</p> | <p>The picture on the left is good.
The other pictures are no good.
The picture on the left is the
best of all.</p> |

Drill C.

MODEL: Teacher: khmaw-day póa króhoom nîw The red pencil is between
 kondaal khmaw-day pii tiet. two other pencils.
Student: mian khmaw-day muoy nîw There is one pencil to the
 khaaŋ-chvœŋ, haey mian left, and another one to
 khmaw-day muoy tiet nîw the right.
 khaaŋ-sdam.

1. siew-phîw póa liœŋ nîw kondaal The yellow book is between two
 siew-phîw pii tiet. other books.
 mian siew-phîw muoy nîw khaaŋ-chvœŋ, There is one book to the left,
 haey mian siew-phîw muoy tiet nîw and another one to the right.
 khaaŋ-sdam.
2. phaen-tii tii-kronŋ phnum piñ nîw The map of Phnom Penh is between
 kondaal phaen-tii pii tiet. two other maps.
 mian phaen-tii muoy nîw khaaŋ-chvœŋ, There is one map to the left and
 haey mian phaen-tii muoy tiet nîw another one to the right.
 khaaŋ-sdam.
3. dooŋ pakaa póa khmaw nîw kondaal The black pen is between two other
 dooŋ pakaa pii tiet. pens.
 mian dooŋ pakaa muoy nîw khaaŋ-chvœŋ, There is one pen to the left and
 haey mian dooŋ pakaa muoy tiet nîw another one to the right.
 khaaŋ-sdam.
4. ruup thoôt look kruu nîw kondaal The teacher's picture is between
 ruup thoôt pii tiet. two other pictures.
 mian ruup thoôt muoy nîw khaaŋ-chvœŋ, There is one picture to the left,
 haey mian ruup thoôt muoy tiet nîw and another one to the right.
 khaaŋ-sdam.

Drill D.

MODEL: Teacher: khmaw-day póa króhoom The red pencil is of average
 vœŋ lémóom. length.
Student: khmaw-day póa króhoom vœŋ The red pencil is longer than
 ciaŋ khmaw-day khlah, khley some pencils and shorter
 ciaŋ khmaw-day khlah. than others.

1. mee-rien tii-doppîi sruol lémóom. Lesson 12 is of average difficulty.
 mee-rien tii-doppîi sruol ciaŋ Lesson 12 is easier than some
 mee-rien khlah, pibaa? ciaŋ lessons and harder than others.
 mee-rien khlah.

2. koun seh khaaŋ-chvæŋ nuh meel fŏp
lémóom.
koun seh khaaŋ-chvæŋ nuh meel
fŏp ciaŋ koun seh khlah, yit
ciaŋ koun seh khlah.
The student on the left reads
at the proper speed.
The student on the left reads
faster than some students and
slower than others.
3. koun seh khaaŋ-sdam nuh niyiey khlaŋ
lémóom.
koun seh khaaŋ-sdam nuh niyiey khlaŋ
ciaŋ koun seh khlah, tec ciaŋ koun
seh khlah.
The student on the right speaks
just loud enough.
The student on the right speaks
louder than some students and
softer than others.
4. khlia tii-pmpil væŋ lémóom.
khlia tii-pmpil væŋ ciaŋ khlia
khlah, khley ciaŋ khlia khlah.
Sentence seven is of average length.
Sentence seven is longer than some
sentences and shorter than others.

UNIT 15

NARRATION

1. kee niyiey ompii rebh khlah niw khnoq bontup rien.
2. kruu suo tiw koun seh niw somnuo khlah, douccia: aanh s'ey?
3. kruu boqhaafi khmaw-day tiw koun seh.
4. koun seh mené? chlaey somnuo kruu.
5. kee thaa: nih cia khmaw-day.
6. kruu coq'ol tiw siew-phiw, haey suo thaa: coh aanuh?
7. koun seh mené? tiet kraok ch'oo, haey chlaey thaa: nuh cia siew-phiw.
8. mian rebh khlah tiet dael kee niyiey khnia niw khnoq bontup rien.
9. s'ey niw ciñcéñ, kruu suo tiw koun seh.
10. koun seh mené? chlaey thaa niw ciñcéñ mian ruup thoat pram, haey niñ phaen-tii muoy.

1. They are talking about things in the classroom.
2. The teacher asks the students various questions, such as: 'What's this?'
3. The teacher shows pencils to the students.
4. One of the students answers the teacher's question.
5. He says: 'These are pencils.'
6. The teacher points to a book and asks: 'And what about that?'
7. Another student stands up and replies: 'That's a book.'
8. There are other things which they talk about in the classroom.
9. 'What's on the wall?' the teacher asks the students.
10. One of the students answers that on the wall there are five pictures and one map.

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11. haey kruu suo tiet thaa: phaen-tii srok ey?
12. koun seh tii-muoy chlaey thaa: phaen-tii srok khmae.
13. kee chlaey trew, pontae kot coq den ompii ruup muoy tiet dael niw khaaq-chveeq.
14. koun seh nuh ko prap tiw kruu thaa, cia phaen-tii tii-kroq phnum pifi.
15. tae mian kumnuu muoy tiet niw cit khdaa khien.
16. kruu coq den thaa, tae kumnuu nuh somrap thvee ovey?
17. koun seh mené? chlaey thaa: kumnuu nuh somrap boqrien a'soo khmae.
18. koun seh mené? tiet suo tiw kruu thaa: tae kee rien sosee a'soo eylew niñ?
19. kruu ko prap tiw kee thaa: ntac tiet baan yeeg rien.
20. haey koun seh koo chup suo.

11. Then the teacher asks further: 'A map of what country?'
12. The first student answers: 'It's a map of Cambodia.'
13. The answer is correct, but he wants to know about another map which is to the left.
14. So the student tells him that it's a map of the city of Phnom Penh.
15. But there is another chart near the blackboard.
16. The teacher wants to know what the purpose of the chart is.
17. A student answers: 'That chart is for teaching the Khmer alphabet.'
18. Another student asks the teacher whether they are going to learn how to write right away.
19. But the teacher tells him, 'It'll be a while before we study that.'
20. Then the students stop asking questions.

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21. kruu kan khmaw-day niw day, haey suo tiw koun seh.
22. kót suo tiw kee thaa: khñom mian khmaw-day pemaan?
23. koun seh mené? chlaey thaa: look kruu mian khmaw-day bey.
24. medooy nih kee niyiey ompii póa.
25. khmaw-day khaay-chvæy póa ey?
26. koun seh mené? chlaey thaa: póa liay.
27. kraoy móo?, kruu suo tiw kee tiet thaa:
28. muoy niw khaay-sdam haey niy niw kondaal póa ey?
29. kee chlaey thaa: muoy niw khaay-sdam póa khiew, muoy niw kondaal póa krooom.
30. ruoc haey, kee niyiey khnia ompii dooy pakaa, haey niy póa ney dooy pakaa téy-oh nuh.

21. The teacher holds some pencils in his hand and questions the students.
22. He asks them: 'How many pencils do I have?'
23. A student answers: 'You have three pencils, teacher.'
24. This time they talk about colors.
25. 'What color is the pencil on the left?'
26. A student replies: 'It's yellow.'
27. Later, the teacher asks them further as follows:
28. 'What color are the one on the right and the one in the middle?'
29. They answer: 'The one on the right is blue, and the one in the middle is red.'
30. When that's over, they talk about fountain pens and the colors of the pens.

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31. medooy nih kruu kan khmaw-day pii niw day.
32. kót suo tiw koun seh thaa: khmaw-day naa muoy væy ciay kee boy-oh?
33. koun seh mené? yúl somnuo, koo chlaey thaa: khmaw-day póa liay væy ciay kee boy-oh.
34. kruu ko suo tiw koun seh mené? tiet:

35. coh khmaw-day naa khley cian kee boŋ-oh?
36. kee chlaey thaa: khmaw-day póa krohom khley cian kee boŋ-oh.
37. kraoy pii nih, kee niyley ompii dooŋ pakaa haey niŋ khmaw-day.
38. kruu boŋrien, kót coŋ deŋ thaa tae khmaw-day póa khlew veeŋ cian dooŋ pakaa ri-ey?
39. koun seh mené? chlaey khoh.
40. haey kruu koo boŋkóp aoy koun seh mené? tiet chlaey somnuo ddael.
31. This time the teacher holds two pencils in his hand.
32. He asks the students: 'Which pencil is longest?'
33. A student understands the question and replies that the yellow pencil is longest.
34. So the teacher asks another student:
35. 'And which pencil is shortest?'
36. He answers: 'The red pencil is shortest.'
37. After this, they talk about pens and pencils.
38. The teacher would like to know whether the blue pencil is longer than the pen.
39. One of the students answers wrong.
40. So then the teacher orders another student to answer the same question.

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NEW VOCABULARY

New items used in the Narration above include the following:

1. Verbs

niyley	to speak, talk	kan	to hold
boŋhaafi	to show	boŋkóp	to order, command
coŋ'ol	to point out		
kraok	to get up		
chóo	to stand		
deŋ	to know		
chup	to stop		

2. Nouns

bontup	room
bontup rien	classroom
day	hand (cf. khmaw-day, 'hand-black')
	/

3. Functional Words

eylew niŋ	immediately (cf. <u>eylew niŋ</u>)		
ovey = ey	what	pontæ = tæ	but
ompil	about, concerning	pil	from
niw	at, in	ney	of

(suo... niw somnuo khlah 'ask (in) various questions');
douccia 'such as' (douc 'like' - cia 'to be');
baan (introducing a clause) 'only then, no sooner than that';
ko, koo 'so, then' (corrects clauses);
tæ 'whether' (introduces included questions; see below.)

NOTE: Included Quotations; /thaa/ and /tæ/

We have now encountered two conjunction-like words which characteristically introduce quoted material: thaa 'as follows' and tæ 'question follows.' thaa, of course, is also a verb meaning 'to say,' but tæ has no other function. Both words are usually untranslatable in English in the context of a direct quotation, but when the quotation is indirect, thaa can often be translated as 'that' and tæ as 'whether' or 'if.' Either word precedes the entire quoted clause; if both are present in the same context, thaa precedes tæ. Examples:

kee haw <u>thaa</u> siew-phiw.		'They call it 'book.'
mæel <u>thaa</u> khmaε sruol rien.		'It readŝ 'Khmer is easy to learn.'
k'ot chlaey <u>thaa</u> : nuh <u>cia</u> siew-phiw.		'He answered, 'That's a book.'
	or	'He answered <u>that</u> that was a book.'
koun seh prap tiw kruu <u>thaa</u> <u>cia</u> phaen-tii.		'The student told the teacher, 'It's a map.'
	or	'The student told the teacher <u>that</u> it was a map.'
kruu suo tiet <u>thaa</u> : phaen-tii srok ey?		'The teacher asked further, 'What country is it a map of?'
koun seh suo tiw kruu <u>thaa</u> : <u>tæ</u> kee rien sosæ a'soo eylew niŋ?		'The students ask the teacher 'Are we going to learn to write right away?'
	or	'The students ask the teacher <u>whether</u> they are going to learn to write right away.'
kruu coŋ deŋ <u>thaa</u> <u>tæ</u> kumnuu nuh somrap thvæ ovey?		'The teacher wants to know, 'What is that chart used for?'
	or	'The teacher wants to know <u>what</u> the chart is used for.'

Note that the contrast between direct and indirect quotations, a real feature of English discourse, does not really exist in Khmer. Any kind of quotation can be introduced by thaa, and the translation can be either direct or indirect (except in examples like the first two above). Here is a partial list of verbs which are likely to be followed by thaa in Khmer:

tæ is most commonly used before yes-no questions included in a larger context. (When it occurs before an independent question, it has a slightly literary flavor.) Note that included information questions (such as the fifth example above and several others like it in the Narration) are likely to be introduced only by thaa. But after expressions like con den 'wants to know' (see last example) the tendency to introduce even information questions with tæ is a strong one. Yes-no questions introduced by tæ are often followed by r1-ɛy? instead of tee? Example:

The first two transformation drills below concentrate on the use of the included quotation markers.

Drill A. Including Quoted Statements

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Drill B. Including Quoted Questions

MODEL: Teacher: nuh cia siew-phiw!
(kruu suo)

Student: kruu suo thaa: nuh
cia siew-phiw (rih)?

Is that a book? (The teacher asks)

The teacher asks whether that's a book.

1. kee rien səsəe aʔsəə əyləw nɨŋ!
(koun seh suo tiw kruu)
koun seh suo tiw kruu thaa: kee
rien səsəe aʔsəə əyləw nɨŋ (rih)?

They're going to study the alphabet now? (The students ask the teacher)
The students ask the teacher whether they are going to study the alphabet now.

2. sʔəy nɨw ciŋcəŋ? (kruu suo tiw
koun seh)
kruu suo tiw koun seh thaa:
sʔəy nɨw ciŋcəŋ?

What's on the wall? (The teacher asks the students)
The teacher asks the students what's on the wall.

3. kumnuu nuh somrap thvəe əy?
(kruu cəŋ dəŋ)
kruu cəŋ dəŋ thaa: kumnuu nuh
somrap thvəe əy?

What's that chart for? (The teacher wants to know)
The teacher wants to know what that chart is for.

4. khñom mian khmaw-day pəmaan nɨŋ?
(kót suo tiw kee)
kót suo tiw kee thaa: khñom mian
khmaw-day pəmaan nɨŋ?

How many pencils do I have here? (He asks them)
He asks them how many pencils he has there.

Drill C. Including Yes-No Questions

MODEL: Teacher: khmaɛ sruol rien tee?
(khñom suo)

Student: khñom suo thaa tæ khmaɛ
sruol rien tee?

Is Khmer easy to learn? (I'm asking)

I'm asking if Khmer is easy to learn.

1. look lɨɨ tee? (khñom suo)
khñom suo thaa tæ look lɨɨ tee?

Do you hear? (I'm asking)
I'm asking if you hear.

2. look tɛŋ-əh khniá róo? kheəfi tee?
(khñom suo)
khñom suo thaa tæ look tɛŋ-əh khniá
róo? kheəfi tee?

Have you all found it? (I'm asking)
I'm asking if you have all found it.

3. yɨt ləmóom tee, look kruu?
(khñom suo)
khñom suo thaa tæ yɨt ləmóom
tee, look kruu?

Is that slow enough, teacher? (I'm asking)
I'm asking if that's slow enough, teacher.

4. né? bontóp, ɔŋglee pibaa? sɔsɛe
tee? (khñom suo né? bontóp)

khñom suo né? bontóp thaa tae
ɔŋglee pibaa? sɔsɛe tee?

5. khlia nih, look téŋ-ɔh khnia yúl
tee? (khñom suo look téŋ-ɔh khnia)

khñom suo look téŋ-ɔh khnia thaa tae
yúl khlia nih tee?

Next person, is English hard to
write? (I'm asking the next
person)

I'm asking the next person if
English is hard to write.

This sentence, do you all under-
stand it? (I'm asking all of
you)

I'm asking all of you if you
understand this sentence.

EQUIVALENCE DRILLS

Drill A.

MODEL: Teacher: aanih vɛɛŋ, tae aanuh
vɛɛŋ ciaŋ.

Student: aanuh vɛɛŋ ciaŋ aanih.

This one is long, but that
one is longer.

That one is longer than
this one.

1. khmaw-day krəhoom khley, tae aakhiew
khley ciaŋ.
khmaw-day khiew khley ciaŋ khmaw-day
krəhoom.

The red pencil is short, but the
blue one is shorter.

The blue pencil is shorter than
the red one.

2. mee-rien tii-dəpɛy pibaa?, tae
mee-rien nih pibaa? ciaŋ.
mee-rien nih pibaa? ciaŋ mee-rien
tii-dəpɛy.

Lesson 13 is hard, but this
lesson is harder.

This lesson is harder than
Lesson 13.

3. dɔɔŋ pakaa póa khmaw sruol sɔsɛe,
tae dɔɔŋ pakaa póa liɛŋ sruol
ciaŋ.
dɔɔŋ pakaa póa liɛŋ sruol sɔsɛe
ciaŋ dɔɔŋ pakaa póa khmaw.

The black pen is easy to write
with, but the yellow one is
easier.

The yellow pen is easier to write
with than the black one.

4. look meel fióp, tae look kruu meel
fióp ciaŋ.
look kruu meel fióp ciaŋ look.

You read fast, but the teacher
reads faster.

The teacher reads faster than
you do.

5. khmaw-day khaaŋ-chvɛɛŋ póa krəhoom,
tae muoy kondaal krəhoom ciaŋ.
muoy kondaal krəhoom ciaŋ khmaw-day
khaaŋ-chvɛɛŋ.

The pencil on the left is red, but
the one in the middle is redder.

The pencil in the middle is redder
than the pencil on the left.

Drill C.

MODEL: Teacher: khraaw-day muoy niw khaaŋ-chvɛɛŋ One pencil is to the left
 khmaw-day nih, haey khmaw-day of this pencil, and
 muoy tiet niw khaaŋ-sdam another is to the right
 khmaw-day nih. of it.

Student: khmaw-day nih niw kondaal The pencil is between two
 khmaw-day pii tiet. other pencils.

1. phaen-tii muoy niw khaaŋ-chvɛɛŋ One map is to the left of this map,
 phaen-tii nih, haey phaen-tii and another to the right of it.
 muoy tiet niw khaaŋ-sdam
 phaen-tii nih.
 phaen-tii nih niw kondaal phaen-tii The map is between two other maps.
 pii tiet.
2. siew-phiw muoy niw khaaŋ-muk siew-phiw One book is to in front of this
 nih, haey siew-phiw muoy tiet niw book, and another behind it.
 khaaŋ-kraoy siew-phiw nih.
 siew-phiw nih niw kondaal siew-phiw The book is between two other
 pii tiet. books.
3. kumnuu muoy niw khaaŋ-sdam kumnuu One chart is to the left of this
 nih, haey kumnuu muoy tiet niw chart, and another to the right
 khaaŋ-chvɛɛŋ kumnuu nih. of it.
 kumnuu nih niw kondaal kumnuu pii The chart is between two other
 tiet. charts.
4. dooŋ pakaa muoy niw khaaŋ-chvɛɛŋ One pen is to the left of this pen,
 dooŋ pakaa nih, haey dooŋ pakaa and another to the right of it.
 muoy tiet niw khaaŋ-sdam dooŋ
 pakaa nih.
 dooŋ pakaa nih niw kondaal dooŋ The pen is between two other pens.
 pakaa pii tiet.

UNIT 16

BASIC DIALOGUE

Teacher

1. siew-phiw mekumnoo nih, téŋ-oh
pemaan? How many books in all in this
pile?

First Student

2. baat, mian siew-phiw buon. There are four books.

Teacher

3. aamuoy khaaŋ-lée póa ey? What color is the one on top?

Second Student

4. póa khiew cah. It's dark blue.

Teacher

5. coh aamuoy khaaŋ-kraom póa ey? And the one on the bottom-what
color?

Third Student

6. póa meek. It's sky-blue.

Teacher

7. haey coh aamuoy bontóp pii
aakraom kee boŋ-oh? And how about the one next to the
one on the bottom?

First Student

8. siew-phiw nuh póa soo. That book is white.

Teacher

9. haey coh aamuoy bontóp pii
aalee kee boŋ-oh? And how about the one next to the
one on the top?

Second Student

10. póa lien tum. It's orange.

Teacher

11. coh s'ey khmaw nuh, cia
siew-phiw meel dae'? And that black thing there - is
that a (reading) book too?

Third Student

12. tee, min meen tee. nuh cia
siew-phiw sosee tee. No, it isn't. That's a (writing)
notebook.

DIALOGUE AND VARIATIONS FOR COMPREHENSION

kruu boꝣrien

1. siew-phiw mekumnóo nih, téꝣ-oh pemaan?
3. aamuoy khaaꝣ-lee póa ey?
5. coh aamuoy khaaꝣ-kraom póa ey?
7. haey coh aamuoy bontóp pii aakraom kee boꝣ-oh?
9. haey coh aamuoy bontóp pii aalee kee boꝣ-oh?
11. coh sꝑey khmaw nuh, cia siew-phiw meel dae!?

koun seh

2. baat, mian siew-phiw buon.
4. póa khiew cah.
6. póa meek.
8. siew-phiw nuh póa soo.
10. póa lieꝣ tum.
12. tee, min meen tee. nuh cia siew-phiw soꝣte.

Variation One:kruu boꝣrien

1. look mian siew-phiw soꝣte pemaan niw nuh?
3. aamuoy khaaꝣ-lee póa ey?
5. coh aamuoy khaaꝣ-kraom póa ey?
7. haey coh aamuoy bontóp pii aakraom kee boꝣ-oh?
9. haey coh aamuoy bontóp pii aalee kee boꝣ-oh?
11. coh sꝑey póa soo nuh, cia siew-phiw soꝣte dae!?

koun seh

2. khñom mian buon.
4. póa kroꝣoom.
6. póa lieꝣ.
8. siew-phiw nuh póa khiew.
10. póa khmaw.
12. tee, min meen tee. nuh cia siew-phiw meel tee.

Variation Two:

1. siew-phiw téꝣ-oh pemaan, mekumnóo nuh?
3. siew-phiw pii khaaꝣ-lee póa ey?
5. coh pii khaaꝣ-kraom póa ey?
7. haey coh siew-phiw pii bontóp pii siew-phiw kraom kee boꝣ-oh?

2. khñom mian siew-phiw prambey niw nih.
4. pii khaaꝣ-lee póa khiew cah.
6. póa meek.
8. siew-phiw pii nuh póa soo.

9. haey coh siew-phiw pii bontóp pii
siew-phiw lee kee boq-oh?
11. coh s'ey khmaw nuh, cia siew-phiw
meel dae!?

10. póa liex tum.
12. tee, min meen tee. nuh
cia siew-phiw sosse.

NOTE: Interrogative Words

We have now encountered most of the common interrogative words which Khmer uses to make information questions (see Note 3, Unit Four). The interrogative words can be summarized in terms of what kinds of words or constructions they replace in the sentence, and by extension from that, what kinds of information they are designed to elicit from the person being questioned.

1) Replacing Nouns and Noun PhrasesExamples

né'-naa	'who'	look	siew-phiw
ey	'what?'	khñom	mee-rien
s'ey	'what sort of thing? something or other'	koun seh	khmaw-day
ovey	'what? what sort of thing?'	krúu boqrien	phaen-tii

The difference between /ey/ and /s'ey/ is partly semantic and partly functional. /s'ey/ corresponds to the full phrase /cia ovey/ 'to be what, to be something,' and in colloquial speech even replaces /rebh/ 'thing' in some of its uses. /s'ey/ is more common than /ey/ as a noun replacement, but it does not itself occur as a noun modifier (as does /ey/ - see below). The difference between /ovey/ and the other two words for 'what?' is partly stylistic and partly phonetically determined: /ovey/ is the literary version of /ey/, which it can replace everywhere in formal style; in colloquial style, it does occasionally occur after words ending in vowels - for example, in the verbal phrase /somrap thvee ovey/ 'for doing what, for what purpose?'

2) Replacing Noun Modifiers

ey	'what?'	siew-phiw ey	'what book?'
naa	'which?'	siew-phiw naa	'which book?'
tii-pemaan	'which in a series?'	tumpóa tii-pemaan	'which page, what page?'
pemaan	'how many?'	siew-phiw pemaan	'how many books?'
né'-naa	'whose?'	siew-phiw né'-naa	'whose book?'
póa ey	'what color?'	siew-phiw póa ey	'what color book?'
(yaaj) mec	'what kind of?'	siew-phiw yaaj mec	'what kind of book?'
<u>or</u> yaaj-naa			

3) Replacing Verbal or Prepositional PhrasesExample

aenaa	'where?'	cit khdaa khien, niw-nih
troq-naa	'which place?'	niw khaaq-chveej niw lee
(yaaq) mec	'how? why?'	yiit-yiit, sruol nah
yaaq-naa	' ' ' ' ' '	yiit-yiit, sruol nah
thvee ovey	'for what purpose?'	sossee a'soo khmae
pemaan	'to what extent?'	tec, craen
(thaa) mec	'in what words'	(quotation)

RESPONSE DRILLS

Drill A. Nouns and Noun Phrases

MODEL: Teacher: s'ey khmaw nuh? (siew-phiw sossee)	What's that black thing? (notebook)
Student: nuh cia siew-phiw sossee.	That's a notebook.
1. s'ey niw cit khdaa khien? (ruup thoet)	What's that near the blackboard? (picture)
ruup thoet niw cit khdaa khien.	That's a picture near the blackboard.
2. ne'naa niyiey mun kee boq-oh? (look kruu)	Who speaks first of all? (the teacher)
look kruu niyiey mun kee boq-oh.	The teacher speaks first of all.
3. look kruu suo tiw ne'-naa? (koun seh ti-bey)	Who is the teacher asking? (the third student)
look kruu suo tiw koun seh ti-bey.	The teacher is asking the third student.
4. s'ey niw kraoy khnooj khnom? (siew-phiw meel)	What's that behind me? (a book)
siew-phiw meel niw kraoy khnooj look.	That's a book behind you.
5. koun seh niq thvee ey? (rien khmae)	What's that student doing? (studying Khmer)
koun seh niq rien khmae.	The student's studying Khmer.
6. look meel ey? (kumnuu)	What are you looking at? (chart)
khnom meel kumnuu.	I'm looking at a chart.

Drill B. Noun Modifiers

- MODEL: Teacher: look mian siew-phiw pemaan? (pii) How many books do you have? (two)
 Student: khñom mian siew-phiw pii. I have two books.
1. khmaw-day naa-muoy veej cianj kee
 boj-oh? (póa khiew cah) Which pencil is the longest?
 (dark blue)
 khmaw-day póa khiew cah veej cianj
 kee boj-oh. The dark blue pencil is the
 longest.
 2. look kruu cøj aoy khñom baek
 siew-phiw ey? (lienj) What book does the teacher want
 me to open? (yellow)
 look kruu cøj aoy look baek
 siew-phiw lienj. The teacher wants you to open
 the yellow book.
 3. look meel mee-rien tii-pemaan?
 (dop-pmmuoy) Which lesson are you reading?
 (sixteen)
 khñom meel mee-rien tii-dop-pmmuoy. I'm reading Lesson 16.
 4. dooj pakaa póa ey l'oo cianj kee
 boj-oh? (póa meek) What color pen is the best?
 (sky-blue)
 dooj pakaa póa meek l'oo cianj kee
 boj-oh. The sky-blue pen is the best.
 5. nuh cia ruup-thoot né'-naa?
 (look kruu) Whose picture is that?
 (the teacher)
 nuh cia ruup-thoot look kruu. That's the teacher's picture.
 6. look mian siew-phiw sössee pemaan?
 (prampil) How many notebooks do you have?
 (seven)
 khñom mian siew-phiw sössee prampil. I have seven books.

Drill C. Replacing Verbal and Prepositional Phrases

- MODEL: Teacher: siew-phiw póa soo
 niw-aenaa? (khaaj-kraom) Where is the white book?
 (on the bottom)
 Student: siew-phiw póa soo niw
 khaaj-kraom. The white book is on the
 bottom.
1. khmaw-day póa lienj niw troj-naa?
 (khaaj-sdam) Where is the yellow pencil?
 (on the right)
 khmaw-day póa lienj niw khaaj-sdam. The yellow pencil is on the right.
 2. kumnuu nuh somrap thvee ey?
 (bojrien a'soo khmae) What is that chart for?
 (teaching the Khmer alphabet)
 kumnuu nuh somrap bojrien a'soo
 khmae. That chart is for teaching the
 Khmer alphabet.
 3. look kruu cøj aoy khñom niyiey yaaj
 mec? (yit lemoom) How does the teacher want me to
 speak? (at the proper slow speed)
 look kruu cøj aoy look niyiey yit
 lemoom. The teacher wants you to speak at
 the proper slow speed.

- ## TRANSFORMATION DRILLS

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- | | |
|---|---|
| 7. khmaw-day póa lieŋ tum niw kondaal kee. (niw kondaal kee)
khmaw-day póa lieŋ tum niw-aenaa? | The orange pencil is in the middle.
(in the middle)
Where is the orange pencil? |
| 8. yeŋ rien mee-rien tii-dop-pmmuoy.
(tii-dop-pmmuoy)
yeŋ rien mee-rien tii-pemaan? | We are studying Lesson 16. (16)

Which lesson are we studying? |
| 9. doŋ pakaa póa meek cia reboh look kruu. (look kruu)
doŋ pakaa póa meek cia reboh né'naa? | The sky-blue pen belongs to the teacher. (the teacher)
Who does the sky-blue pen belong to? |
| 10. koun seh niyiey thaa khmae sruol rien. (khmae sruol rien)

koun seh niyiey thaa mec? | The students say that Khmer is easy to learn. (Khmer is easy to learn)

What do the students say? |

Drill B. Progressive Replacement with Interrogative Words

MODEL: (Used in all drill sentences)

Teacher: koun seh meel siew-phiw khmae póa lieŋ niw khnoŋ bontup leek pram.
(koun seh)

The students are reading the yellow Khmer book in Classroom Five.
(the students)

Student: né'naa meel siew-phiw khmae póa lieŋ niw khnoŋ bontup leek pram?

Who is reading the yellow Khmer book in Classroom Five?

1. koun seh meel siew-phiw khmae póa lieŋ niw khnoŋ bontup leek pram.
(siew-phiw khmae)

The students are reading the yellow Khmer book in Classroom Five.
(Khmer book)

koun seh meel ey póa lieŋ niw khnoŋ bontup leek pram?

What is the yellow thing the students are reading in Classroom Five?

2. koun seh meel siew-phiw khmae póa lieŋ niw khnoŋ bontup leek pram.
(khmae)

The students are reading the yellow Khmer book in Classroom Five.
(Khmer) *

koun seh meel siew-phiw ey póa lieŋ niw khnoŋ bontup leek pram?

What yellow book are the students reading in Classroom Five?

3. koun seh meel siew-phiw khmae p'oa
 liej niw khnoŋ bontup leek pram.
 (p'oa liej)

koun seh meel siew-phiw khmae p'oa
 ey niw khnoŋ bontup leek pram?

The students are reading the
 yellow Khmer book in Classroom
 Five. (yellow)

What color Khmer book are the
 students reading in Classroom
 Five?

4. koun seh meel siew-phiw khmae p'oa
 liej niw khnoŋ bontup leek pram.
 (bontup leek pram)

koun seh meel siew-phiw khmae p'oa
 liej niw-aenaa?

The students are reading the
 yellow Khmer book in Classroom
 Five. (Classroom Five)

Where are the students reading
 the yellow Khmer book?

5. koun seh meel siew-phiw khmae p'oa
 liej niw khnoŋ bontup leek pram.
 (leek pram)

koun seh meel siew-phiw khmae p'oa
 liej niw khnoŋ bontup leek pemaan?

The students are reading the
 yellow Khmer book in Classroom
 Five. (number five)

In what classroom are the students
 reading the yellow Khmer book?

UNIT 17

BASIC DIALOGUE

Teacher

1. siew-phiw naa thom ciang kee
boŋ-oh?

Which books are the biggest?

First Student

2. siew-phiw pii niw khaaŋ-kraom
thom ciang kee boŋ-oh.

The two books on the bottom are
the biggest.

Teacher

3. siew-phiw naa touc ciang kee
boŋ-oh?

Which books are the smallest?

Second Student

4. siew-phiw pii niw khaaŋ-lee
touc ciang kee boŋ-oh.

The two books on top are the
smallest.

Teacher

5. coh siew-phiw soŋse?

And the notebooks?

Third Student

6. siew-phiw soŋse thom ciang
siew-phiw meel téŋ-buon.

The notebooks are bigger than
all four books.

Teacher

7. siew-phiw póa meek niw-aŋnaa?

Where is the light blue book?

First Student

8. niw kraom kee.

It's on the bottom.

Teacher

9. coh siew-phiw póa khiew can?

And the dark blue book?

Second Student

10. niw lee kee.

It's on the top.

Teacher

11. haey siew-phiw pii tiet
niw-aŋnaa?

And where are the other two
books?

Third Student

12. niw kondaal kee.

They're in the middle.

Teacher

13. baan, l'oo.

Good.

DIALOGUE FOR COMPREHENSION

kruu boḡrienkoun sēh

- | | |
|---|--|
| 1. siew-phiw naa thom ciang kee boḡ-oh? | 2. siew-phiw pii nīw khaaḡ-kraom
thom ciang kee boḡ-oh. |
| 3. siew-phiw naa touc ciang kee boḡ-oh? | 4. siew-phiw pii nīw khaaḡ-lēe
touc ciang kee boḡ-oh. |
| 5. coh siew-phiw sōsēe? | 6. siew-phiw sōsēe thom ciang
siew-phiw meel téḡ-buon. |
| 7. siew-phiw pōa meek nīw-aenaa? | 8. nīw kraom kee. |
| 9. coh siew-phiw pōa khiew cah? | 10. nīw lēe kee. |
| 11. haey siew-phiw pii tiet nīw-aenaa? | 12. nīw kondaal kee. |
| 13. baan, l'oo. | |

NOTE: The Four Most Common Verbs

We have now seen examples of five items, all extremely frequent in spoken Khmer, for which the English equivalent is usually some form of the verb 'to be;' and plenty of other examples in which 'to be' does not seem to be represented in Khmer at all (equational sentences-- see Unit 13).

1. cia 2. nīw 3. mian 4. kīl 5. mēn 6. (zero)

Examples:

- | | |
|--|--|
| 1. nih <u>cia</u> siew-phiw. | This <u>is</u> a book. |
| 2. siew-phiw pōa khiew <u>nīw</u> kraom kee. | The blue book <u>is</u> on the bottom. |
| 3. <u>mian</u> siew-phiw pii. | <u>There are</u> two books. |
| 4. siew-phiw thom ciang kee boḡ-oh
<u>kīl</u> siew phēw kraom kee boḡ-oh. | The biggest book of all <u>is</u> the one
on the very bottom. |
| 5. nuh <u>mīn mēn</u> siew-phiw meel tee. | That's <u>not</u> a book for reading. |
| 6. siew-phiw khīom pōa sō. | My book <u>is</u> white. |

Aside from the fact that all these verbs happen to be translatable by forms of 'to be,' they share characteristics of syntax within Khmer which set them apart from all other verbs. The most important characteristic is the form of their negation, which only in exceptional circumstances is the simple /mīn... tee/ formula. The following table of negative constructions shows that there are only four verbs involved (not five), plus the negative equational type.

<u>Positive</u>	<u>Negative</u>	<u>Example</u>
1. cia	mīn-mēn cia	nih mīn-mēn cia siew-phiw tee. 'This is not a book.'

<u>Positive</u>	<u>Negative</u>	<u>Example</u>
2. nɿw	mɿn-mɛɛn nɿw	siew-phɿw p'óa khiew mɿn-mɛɛn nɿw khaaŋ-kraom tee. 'The blue book is not on the bottom.'
3. mian	khmian (mɿn mian)	khmian siew-phɿw tee. 'There aren't any books.'
4. kɿɿ	mɿn mɛɛn	muh mɿn mɛɛn siew-phɿw khñom tee. 'That isn't my book.'
5. (zero)	mɿn mɛɛn	siew-phɿw khñom mɿn mɛɛn p'óa s'oo tee. 'My book is not white.'

Note that the negative forms of /kɿɿ/ and the equational sentence type are identical: /mɿn mɛɛn/; and also that /kɿɿ/ does not occur after any negative, nor /mɛɛn/ without some kind of a negative in front of it. For this reason we can say that /kɿɿ/ and /mɛɛn/ are actually two different forms of the 'same' verb. There is another /mɛɛn/, however, which functions as the substitute for 'zero' in the equational type of sentence, and also in the negative forms of /cia/ and /nɿw/; it is perhaps simpler to regard the whole sequence /mɿn-mɛɛn/ as a compound negative in these occurrences, and hyphenate it to show that it is different from the /mɿn mɛɛn/ which is the negative of /kɿɿ/. (In most cases there will also be rhythmic evidence to support this hyphenation as well-- that is, the compound negative will be treated as a rhythmic unit by the speaker within its sentence.) Beginning with Unit 19 we will see that there many other compound negatives in Khmer besides this one.

As a last step, let us try to specify a little more narrowly the meanings of these four common verbs and the meaning of the equational construction.

1. cia	'to be a member of the class of'	'to be <u>a</u> '
2. nɿw	'to be located in the position of'	'to be <u>at</u> '
3. mian	'to exist; there is, there are' (with preceding subject: 'to have' --/khñom mian pii/, 'I have two.')	
4. kɿɿ	'to be equivalent to'	'to be <u>the</u> '
5. (zero)	'to be characterized by'	'to be'

SUBSTITUTION DRILLS

Drill A. /cia/

1. khñom cia koun seh.	I'm a student.
2. khñom cia kruu boŋrien.	I'm a <u>teacher</u> .
3. <u>look</u> cia kruu boŋrien.	<u>You</u> 're a teacher.
4. <u>look srɛy</u> cia kruu boŋrien.	<u>You (f)</u> are a teacher.
5. look srɛy cia <u>koun seh</u> .	You (f) are a <u>student</u> .
6. <u>look</u> cia koun seh.	<u>You (m)</u> are a student.
7. <u>khñom</u> cia koun seh.	<u>I</u> 'm a student.

Drill B. /niw/

- | | |
|---|--|
| 1. khmaw-day póa liəŋ tum niw
khaaŋ-sdam. | The orange pencil is on the right. |
| 2. khmaw-day póa liəŋ tum niw
khaaŋ-chvəeŋ. | The orange pencil is <u>on the left</u> . |
| 3. <u>siew-phiw póa soo</u> niw khaaŋ-chvəeŋ. | <u>The white book</u> is on the left. |
| 4. siew-phiw póa soo <u>niw kondaal kee</u> . | The white book is <u>in the middle</u> . |
| 5. <u>ruup thoət look kruu</u> niw kondaal
kee. | <u>The teacher's picture</u> is in the
middle. |
| 6. ruup thoət look kruu <u>niw khaaŋ-sdam</u> . | The teacher's picture is <u>on the
right</u> . |
| 7. <u>khmaw-day póa liəŋ tum</u> niw
khaaŋ-sdam. | <u>The orange pencil</u> is on the right. |

Drill C. /mian/

- | | |
|---|--|
| 1. khñom mian dooŋ pakaa póa khiew cah. | I have a dark blue pen. |
| 2. <u>look kruu</u> mian dooŋ pakaa póa khiew
cah. | <u>The teacher</u> has a dark blue pen. |
| 3. look kruu mian <u>siew-phiw bəy</u> . | The teacher has <u>three books</u> . |
| 4. <u>məkumnoo nih</u> mian siew-phiw bəy. | <u>In this pile</u> there are three books. |
| 5. məkumnoo nih mian <u>kumnuu prampil</u> . | In this pile there are <u>seven charts</u> . |
| 6. <u>khñom</u> mian kumnuu prampil. | <u>I</u> have seven charts. |
| 7. khñom mian <u>dooŋ pakaa póa khiew cah</u> . | I have <u>a dark blue pen</u> . |

Drill D. /kii/

- | | |
|---|--|
| 1. muoy khaaŋ-kraom kii phaən-tii
tii-kroŋ phnum pifi. | The one below is the map of the
city of Phnom Penh. |
| 2. muoy khaaŋ-kraom kii <u>ruup thoət</u>
<u>khñom</u> . | The one below is <u>my picture</u> . |
| 3. <u>ruup thoət touc cian kee boŋ-oh</u> kii
ruup thoət khñom. | <u>The smallest picture</u> is my picture. |
| 4. ruup thoət touc cian kee boŋ-oh
<u>kii ruup thoət look kruu</u> . | The smallest picture is <u>the teacher's
picture</u> . |
| 5. <u>muoy khaaŋ-sdam</u> kii ruup thoət look
kruu. | <u>The one on the right</u> is the teacher's
picture. |

6. muoy khaaŋ-sdam kɪɪ
 phaen-tii tii-kroŋ phnum piñ.
7. muoy khaaŋ-kraom kɪɪ phaen-tii
 tii-kroŋ phnum piñ.

The one on the right is the map of
the city of Phnom Penh.

The one below is the map of the
 city of Phnom Penh.

Drill E. Equational Sentences

1. khmaw-day niŋ póa liəŋ.
 2. siew-phiw meəl khñom póa liəŋ.
 3. siew-phiw meəl khñom póa meek.
 4. dooŋ pakaa look srəy póa meek.
 5. siew-phiw thom ciaŋ kee boŋ-oh
 póa meek.
 6. siew-phiw thom ciaŋ kee boŋ-oh
 póa liəŋ.
 7. khmaw-day niŋ póa liəŋ.

That pencil is yellow.

My book is yellow.

My book is sky-blue.

Madame's pen is sky-blue.

The biggest book of all is sky-blue.

The biggest book of all is yellow.

That pencil is yellow.

TRANSFORMATION DRILLS

Drill A. Negating /cia/

MODEL: (For all drills. Negation of positive statements.)

Teacher: siew-phiw póa meek niw
 kraom kee.

The sky-blue book is
 underneath.

Student: siew-phiw póa meek min-meən
 niw kraom kee tee.

The sky-blue book is not
 underneath.

1. khñom cia koun seh.
 khñom min-meən cia koun seh tee.
2. look cia kruu boŋrien.
 look min-meən cia kruu boŋrien tee.
3. aanh cia siew-phiw sɔsɛ.
 aanh min-meən cia siew-phiw
 sɔsɛ tee.
4. reboh pii nuh cia dooŋ pakaa.
 reboh pii nuh min-meən cia dooŋ
 pakaa tee.

I'm a student.

I'm not a student.

You're a teacher.

You're not a teacher.

This is a notebook.

This is not a notebook.

Those two things are pens.

Those two things are not pens.

Drill B. Negating /niw/

- | | |
|--|--|
| 1. khmaw-day póa liəŋ tum niw
khaaŋ-sdam.
khmaw-day póa liəŋ tum min-meen
niw khaaŋ-sdam tee. | The orange pencil is on the right.

The orange pencil is not on the
right. |
| 2. siew-phiw touc ciaŋ kee boŋ-oh
niw khaaŋ-lee.
siew-phiw touc ciaŋ kee boŋ-oh
min-meen niw khaaŋ-lee tee. | The smallest book of all is on top.

The smallest book of all is not
on top. |
| 3. ruup thoŋt look kruu niw kondaal
kee.
ruup thoŋt look kruu min-meen
niw kondaal kee tee. | The teacher's picture is in the
middle.
The teacher's picture is not in
the middle. |
| 4. khlia nih niw khnoŋ tumpóa
tii-doppram.
khlia nih min-meen niw khnoŋ tumpóa
tii-doppram tee. | This sentence is on page fifteen.

This sentence is not on page fifteen. |

Drill C. Negating /mian/

- | | |
|---|--|
| 1. khñom mian kumnuu sɔmrɔp boŋrien
aʔsɔɔ khmaɛ.
khñom khmian kumnuu sɔmrɔp boŋrien
aʔsɔɔ khmaɛ tee. | I have a chart for teaching the
Khmer alphabet.
I don't have a chart for teaching
the Khmer alphabet. |
| 2. look kruu mian dɔɔŋ pakaa póa
khiew cah.
look kruu khmian dɔɔŋ pakaa póa
khiew cah tee. | The teacher has a dark blue pen.

The teacher doesn't have a dark
blue pen. |
| 3. niw khaaŋ-chveeŋ mian phaɛn-tii
srok khmaɛ.
niw khaaŋ-chveeŋ khmian phaɛn-tii
srok khmaɛ tee. | On the left there is a map of
Cambodian.
On the left there's no map of
Cambodian. |
| 4. kraoy khnoŋ khñom mian koun seh
menéʔ.
kraoy khnoŋ khñom khmian koun
seh menéʔ tee. | Behind me there's a student.

There's no student behind me. |

Drill D. Negating /kii/

- | | |
|---------------------------------------|------------------------------------|
| 1. pia? kraoy kee boq-oh kii 'rien.' | The last word of all is 'rien.' |
| pia? kraoy kee boq-oh min meen | The last word of all isn't 'rien.' |
| 'rien' tee. | |
| 2. siew-phiw thom ciag kee boq-oh kii | The biggest book is the book on |
| siew-phiw niw kraom kee. | the bottom. |
| siew-phiw thom ciag kee boq-oh min | The biggest book isn't the book |
| meen siew-phiw niw kraom kee tee. | on the bottom. |
| 3. khmaw-day póa meek niw khaaq-sdam | The sky-blue pencil that's on the |
| kii khmaw-day khfiom. | right is my pencil. |
| khmaw-day póa meek niw khaaq-sdam | The sky-blue pencil that's on the |
| min meen khmaw-day khfiom tee. | right isn't my pencil. |
| 4. mouy khaaq-kraom kii phaen-tii | The one underneath is the map of |
| tii-kroq phnum pifi. | the city of Phnom Penh. |
| muoy khaaq-kraom min meen phaen-tii | The one underneath isn't the map |
| tii-kroq phnum pifi tee. | of the city of Phnom Penh. |

Drill E. Making Equational Sentences Negative.

- | | |
|---------------------------------------|------------------------------------|
| 1. khmaw-day niq póa lien. | That pencil is yellow. |
| khmaw-day niq min-meen póa lien tee. | That pencil isn't yellow. |
| 2. siew-phiw touc ciag kee boq-oh póa | The smallest book of all is white. |
| sco. | |
| siew-phiw touc ciag kee boq-oh | The smallest book of all isn't |
| min-meen póa sco tee. | white. |
| 3. kumnuu nih somrap boqrien a?sco | This chart is for teaching the |
| onglee. | English alphabet. |
| kumnuu nih min-meen somrap boqrien | This chart isn't for teaching the |
| a?sco onglee tee. | English alphabet. |
| 4. dooq pakaa nuh póa krohoom. | That pen is red. |
| dooq pakaa nuh min-meen póa | That pen isn't red. |
| krohoom tee. | |

EQUIVALENCE DRILLS

Drill A. Replacing /niw/ with Zero.

MODEL: Teacher: siew-phiw póa meek niw
kraom kee.

The sky-blue book is
underneath.

Student: siew-phiw kraom kee nuh
póa meek.

That book underneath is
sky-blue.

1. khmaw-day póa krohoom niw kondaal
kee.

The red pencil is in the middle.

khmaw-day kondaal kee nuh póa
krohoom.

That pencil in the middle is red.

2. doonj pakaa póa khmaw niw
khaan-chvteej.

The black pen is on the left.

doonj pakaa niw khaan-chvteej nuh
póa khmaw.

That pen on the left is black.

3. siew-phiw póa khiew cah niw lee kee.
siew-phiw niw lee kee nuh póa khiew
cah.

The dark blue book is on top.

That book on top is dark blue.

4. khmaw-day póa lieej niw khaan-sdam.
khmaw-day niw khaan-sdam nuh póa
lieej.

The yellow pencil is on the right.

That pencil on the right is yellow.

Drill B. Replacing /mian/ with /cia/

MODEL: Teacher: mian siew-phiw sotee muoy
niw lee kee.

There's a notebook on top.

Student: muoy lee kee, cia siew-phiw
sotee.

The one on top-- it's a
notebook.

1. mian doonj pakaa muoy niw khaan-
chvteej.

There's a pen on the left.

muoy khaan-chvteej, cia doonj pakaa.

The one on the left-- it's a pen.

2. mian kumnuu muoy niw cit khdaa-khien.
muoy cit khdaa-khien, cia kumnuu.

There's a chart near the blackboard.

The one near the blackboard-- it's
a chart.

3. mian phaen-tii muoy niw khaan-sdam.
muoy khaan-sdam, cia phaen-tii.

There's a map on the right.

The one on the right-- it's a map.

4. mian siew-phiw meel muoy niw kraom
kee.

There's a book underneath there.

muoy kraom kee, cia siew-phiw meel.

The one underneath there-- it's
a book.

UNIT 18

BASIC DIALOGUE

Teacher

1. eylew yeex niq cap meel.
soun baek siew-phiw khiew.

Now we are going to start reading.
Open your blue books.

First Student

2. ruup ey niw lee króop siew-phiw
nih? túng ciat khmae!

What's the picture on the cover
of this book? Is it the Khmer
national flag?

Teacher

3. tee, min-meen túng ciat tee.
krón-tae cia kumnuu tee.

No, that's not the flag. It's
just a design.

First Student

4. ou, eñceñ?

Oh, is that so?

Teacher

5. soun baek tumpóa tii-muoy.
yeex niq cap rien meel.

Open to page one. We are going
to begin learning to read.

Second Student

6. yeex cap rien sotee dae!?

Are we going to start learning
to write too?

Teacher

7. tee, min tón tee. krón-tae
meel tee.

No, not yet. Only to read.

Third Student

8. sotee lee siew-phiw baan tee?

Ma, write in the book?

Teacher

9. kom sotee lee siew-phiw.
prae krodah psteñ tiw.

Don't write in the book. Use a
separate (sheet of) paper.

Fourth Student

10. prae dooñ pakaa baan tee?

Can we use a pen?

Teacher

11. kom prae dooñ pakaa. prae
khmaw-day sruol ciañ.

Don't use a pen. It's better
to use pencil.

DIALOGUE FOR COMPREHENSION

kruu bonrienkoun seh

- | | |
|---|---|
| 1. eylew yeeg nŋ cap meel.
soun baek siew-phiw khiew. | 2. ruup ey nŋw lee króop siew-phiw
nih? túŋ ciat khmae'? |
| 3. tee, min-meentúŋ ciat tee.
krón-tae cia kumnúu tee. | 4. ou, eñceŋ? |
| 5. soun baek tumpóa tii-muoy. yeeg
nŋ cap rien meel. | 6. yeeg cap rien sosomee dae'? |
| 7. tee, min tón tee. krón-tae meel tee. | 8. sosomee lee siew-phiw baan tee? |
| 9. kom sosomee lee siew-phiw. prae kradah
pseeŋ tiw. | 10. prae dooŋ pakaa baan tee? |
| 11. kom prae dooŋ pakaa. prae khmaw-day
sruol ciaŋ. | |

NOTE: Pre-Verbal Modifiers

Certain verbal modifiers in Khmer belong to a class which always precedes the main verb; others belong to a class which always follows the verb; still others belong to a class which either precedes or follows the verb (always with a difference in meaning depending on the position). You have now heard examples of all three types of verbal modifiers:

1) <u>Before Verb</u>	2) <u>Before or After Verb</u>	3) <u>After Verb</u>
<u>cap meel</u> 'begin reading'	<u>meel baan</u> 'can read'	<u>meel haey</u> 'already read'
<u>krón-tae meel</u> 'only read'	<u>baan meel</u> 'has read'	<u>meel dae</u> 'read also'

Another verbal modifier, which occurs for the first time in this unit as a predicate, is min tón 'not yet.' This modifier can also occur before and after a main verb in the meaning 'has not (had time to),' and is therefore a member of the second class. It is dealt with in Unit 19.

Pre-verbal modifiers (class 1) are of two general types: those which consist of a single item (like cap 'begin'), and those which are characteristically followed by an unstressed particle, either /tae/ or /nŋ/ (like krón-tae 'only'). Here is a list of the single pre-verbal modifiers you have had so far:

soun	'please'	nŋ	'will'
kom	'don't'	cap	'begin'
khom	'try to'	kit	'intend'
cam	'wait and'	soy	'to let, have'

The modifiers in the first column form a mutually exclusive set, which has additional members not listed here; they are characteristic of commands. The modifiers in the second column are not mutually exclusive -when two or more occur in the same predicate, they occur in the order listed (i.e. nŋ cap, nŋ soy, kit soy, etc.); they are characteristic of statements.

The second type of preverbal modifier, represented by krón-tae 'only', is much more numerous. Although you have had only one example of this class so far, you will be learning more and more about them as the course progresses.

SUBSTITUTION DRILLS

Drill A.

- | | |
|---|--|
| 1. eylew yeen nŋ cap meel. | Now we are going to start reading. |
| 2. eylew yeen nŋ cap <u>rien meel</u> . | Now we are going to start <u>studying reading</u> . |
| 3. eylew yeen nŋ cap <u>rien sŋsee</u> . | Now we are going to start <u>studying writing</u> . |
| 4. eylew <u>koun seh</u> nŋ cap rien sŋsee. | Now <u>the students</u> are going to start studying writing. |
| 5. eylew koun seh nŋ cap <u>sŋsee</u> . | Now the students are going to start <u>writing</u> . |
| 6. eylew koun seh nŋ cap <u>meel</u> . | Now the students are going to start <u>reading</u> . |
| 7. eylew <u>yeen</u> nŋ cap meel. | Now <u>we</u> are going to start reading. |

Drill B.

- | | |
|---|--|
| 1. ruup thoŋt ey nŋw lee krŋŋp
siew-phŋw nih? | What's the picture on the cover
of this book? |
| 2. <u>kumnuu</u> ey nŋw lee krŋŋp
siew-phŋw nih? | What's the <u>design</u> on the cover
of this book? |
| 3. kumnuu ey nŋw lee <u>khdaa khien nih?</u> | What's the design on <u>this blackboard?</u> |
| 4. <u>a'sŋŋ</u> ey nŋw lee khdaa khien nih? | What are the <u>letters</u> on this
blackboard? |
| 5. a'sŋŋ ey nŋw lee <u>krŋdah nih?</u> | What are the letters on <u>this paper?</u> |
| 6. <u>ruup</u> ey nŋw lee krŋdah nih? | What's the <u>picture</u> on this paper? |
| 7. ruup ey nŋw lee <u>krŋŋp siew-phŋw nih?</u> | What's the picture on <u>the cover of
this book?</u> |

Drill C.

- | | |
|--|-----------------------------------|
| 1. prae krŋdah pŋseŋ tiw. | Use other paper. |
| 2. prae <u>doŋŋ pakaa</u> pŋseŋ tiw. | Use another <u>pen</u> . |
| 3. prae <u>khmaw-dŋy</u> pŋseŋ tiw. | Use another <u>pencil</u> . |
| 4. prae <u>khmaw-dŋy sruol ciŋŋ</u> . | <u>It's better</u> to use pencil. |
| 5. prae <u>doŋŋ pakaa sruol ciŋŋ</u> . | It's better to use <u>pen</u> . |

6. prae kradah sruol cian.

It's better to use paper.

7. prae kradah psen tiw.

Use other paper.

Drill D.

1. nih cia tún ciat khmae!?

Is this the Cambodian flag (or what)?

2. nih cia kumnuu somrap bonrien
a'soo!?

Is this a chart for teaching the
alphabet?

3. nih cia ruup thoat look kruu!?

Is this the teacher's picture?

4. nih cia phaen-tii srok khmae!?

Is this a map of Cambodia?

5. nih cia siew-phiw onglee!?

Is this an English book?

6. nih cia tún ciat onglee!?

Is this the English flag?

7. nih cia tún ciat khmae!?

Is this the Cambodian flag?

Drill E.

1. prae doorj pakaa baan tee?

Is it all right to use pen?

2. prae khmaw-day baan tee?

Is it all right to use pencil?

3. prae siew-phiw baan tee?

Is it all right to use the book?

4. soste lee siew-phiw baan tee?

Is it all right to write on the book?

5. soste lee kradah nih baan tee?

Is it all right to write on this
paper?

6. prae kradah nih baan tee?

Is it all right to use this paper?

7. prae doorj pakaa nih baan tee?

Is it all right to use this pen?

TRANSFORMATION DRILLS

Drill A.

MODEL: Teacher: nih cia tún ciat khmae
(ri-ey)? (tee kumnuu)

Is this the Cambodian flag?
(no, design)

Student: tee, nih min-meen cia tún
ciat khmae tee. krón-tae
cia kumnuu tee.

No, that's not the
Cambodian flag.

That's just a design.

1. nih cia kumnuu (ri-ey)?
(tee, ruup thoat)

Is this a design? (no, picture)

tee, nih min-meen cia kumnuu tee.
krón-tae cia ruup thoat tee.

No, that's not a design. It's
just a picture.

2. nih cia ruup thoat (ri-ey)? Is this a picture? (no, map)
 (tee, phaen-tii)
 tee, nih min-meen cia ruup thoat tee. No, that's not a picture. It's
 krón-tae cia phaen-tii tee. just a map.
3. nih cia siew-phiw meel (ri-ey)? Is this a book for reading?
 (tee, siew-phiw sôsêe) (no, notebook)
 tee, nih min-meen cia siew-phiw meel No, that's not a book for reading.
 tee. krón-tae cia siew-phiw sôsêe It's just a notebook.
4. nih cia döng pakaa (ri-ey)? Is this a pen? (no, pencil)
 (tee, khmaw-day)
 tee, nih min-meen cia döng pakaa tee. No, that's not a pen.
 krón-tae cia khmaw-day tee. It's just a pencil.

Drill B.

- MODEL: Teacher: yeeng nih cap rien sôsêe We're going to start learning
 dae! (tee, meel) to write too? (no, to read)
Student: min tón tee. krón-tae rien Not yet. Just to read.
 meel tee.
1. yeeng nih cap rien meel dae! We're going to start learning to
 (tee, niyiey) read too?
 min tón tee. krón-tae rien niyiey tee. Not yet. Just to speak.
2. yeeng nih cap rien niyiey dae! We're going to start learning to
 (tee, sdap) speak too? (no, to listen)
 min tón tee. krón-tae rien sdap tee. Not yet. Just to listen.
3. yeeng nih cap rien praê dae! We're going to start learning to
 (tee, thaa taam) translate too? (no, to repeat)
 min tón tee. krón-tae rien thaa Not yet. Just to repeat.
 taam tee.
4. yeeng nih cap rien suo dae! We're going to start learning to
 (tee, chlaey) ask too? (no, to answer)
 min tón tee. krón-tae rien chlaey Not yet. Just to answer.
 tee.

Drill C.

- MODEL: Teacher: sôsêe lee siew-phiw baan tee? Is it all right to write in
 (kom, praê krôdah psœng tiw) the book? (don't, use
 other paper)
Student: kom sôsêe lee siew-phiw. Don't write in the book.
 praê krôdah psœng tiw. Use other paper.

- | | |
|--|--|
| 1. prae doonj pakaa baan tee? (kom,
prae khmaw-day tiw, sruol cianj)
kom prae doonj pakaa. prae khmaw-day
tiw, sruol cianj. | Is it all right to use pen? (don't,
better to use pencil)
Don't use pen. Use a pencil, it's
better. |
| 2. sossee lee khdaa khien baan tee?
(kom, prae kroDAH tiw, sruol cianj)
kom sossee lee khdaa khien. prae
kroDAH tiw, sruol cianj. | Is it all right to write on the
blackboard? (don't, better use
paper)
Don't write on the blackboard. Use
paper, it's better. |
| 3. prae khmaw-day nih baan tee?
(kom, prae khmaw-day pseej tiw)
kom prae khmaw-day nih. prae
khmaw-day pseej tiw. | Is it all right to use this pencil?
(don't, use other pencil)
Don't use this pencil. Use another
pencil. |
| 4. sossee lee kroop baan tee? (kom,
sossee khaan-khnonj tiw, sruol cianj)
kom sossee lee kroop. sossee
khaan-khnonj tiw, sruol cianj. | Is it all right to write on the cover?
(don't, better write inside)
Don't write on the cover. Write
inside, it's better. |
| 5. da? pia? 'niey' baan tee?
(kom, da? pia? 'sruol' tiw)
kom da? pia? 'niey!' da? pia?
'sruol' tiw. | Is it all right to use the word
'niey'? (don't; use the word 'sruol')
Don't use the word 'niey.' Use the
word 'sruol.' |

FLUENCY DRILLS

Drill A. Expansion

1. yeenj nij meel.
 2. yeenj nij cap meel.
 3. eylew yeenj nij cap meel.
 4. eylew yeenj nij cap meel mee-rien tii-18.
 5. eylew yeenj nij cap rien meel mee-rien tii-18.
 6. eylew yeenj nij cap rien meel mee-rien tii-18, mean tee?
-
1. We're going to read.
 2. We're going to start reading.
 3. Now we're going to start reading.
 4. Now we're going to start reading Lesson 18.
 5. Now we're going to start learning to read Lesson 18.
 6. Now we're going to start learning to read Lesson 18, aren't we?

Drill B. Reduction

1. ɛylew yeɛŋ nɪŋ cap rien meɛl mee-rien tii-18, meɛn tee?
 2. ɛylew yeɛŋ nɪŋ rien meɛl mee-rien tii-18, meɛn tee?
 3. yeɛŋ nɪŋ rien meɛl mee-rien tii-18, meɛn tee?
 4. yeɛŋ nɪŋ rien meɛl, meɛn tee?
 5. yeɛŋ nɪŋ rien meɛl.
 6. yeɛŋ nɪŋ meɛl.
-
1. Now we're going to start learning to read Lesson 18, aren't we?
 2. Now we're going to learn to read Lesson 18, aren't we?
 3. We're going to learn to read Lesson 18, aren't we?
 4. We're going to learn to read, aren't we?
 5. We're going to learn to read.
 6. We're going to read.

UNIT 19

BASIC DIALOGUE

First Student

1. yeəŋ cap pii trəŋ-naa? Where do we begin?

Teacher

2. cap pii bontót tii-pii, haey Start from line two, and stop at
chup nıw bontót tii-buon. line four.

First Student

3. yeəŋ meel aoy lıı baan tee? Can we read aloud?

Teacher

4. tee, meel ksep-ksep. No, read silently.
5. kaalnaa look meel cəp, leek day. When you have finished reading,
raise your hand.

Second Student

6. khñom meel cəp haey. I've finished reading.

Teacher

7. look yúl téŋ-əh tee? Do you understand all of it?

Second Student

8. baat. khliá téŋ-əh nih Yes. All these sentences are easy
sruol yúl tee. to understand.

Teacher

9. kaalnaa look meel cəp téŋ-əh When all of you have finished
khniá, yeəŋ niŋ hat meel reading, we'll practice reading
aoy lıı. aloud.

Third Student

10. khñom min-tón cəp tee. I haven't finished yet. Please
soum cam mephleest. wait a minute.

Teacher

11. min ey tee. khñom cam. That's all right. I'll wait.

Third Student

12. min sroul meel soh. It's not at all easy to read.

DIALOGUE FOR COMPREHENSION

kruu bəŋrienkoun səh

- | | |
|--|---|
| 2. cap pii bəntót tii-pii, haey chup
nɪw bəntót tii-buon. | 1. yeəŋ cap pii trəŋ-naa? |
| 4. tee, meəl ksep-ksep. | 3. yeəŋ meəl aoy lɪɪ baan tee? |
| 5. kaalnaa look meəl cap, leek day. | 6. khñom meəl cap haey. |
| 7. look yúl téŋ-əh tee? | 8. baat. khliá téŋ-əh nih sruol
yúl tee. |
| 9. kaalnaa look meəl cap téŋ-əh khniá,
yeəŋ nɪŋ hat meəl aoy lɪɪ. | 10. khñom meəl min-tón cap tee.
səum cam mephleət. |
| 11. min əy tee. khñom cam. | 12. min sruol meəl səh. |

NOTES: The Negative /min-tón/

You have now encountered two instances of the item /min-tón/ 'not yet.'

- 1) Q. yeəŋ cap riən səsəe daə rɪh?
'Are we going to start studying writing too?'
A. tee, min tón tee.
'No, not yet.'
- 2) khñom min-tón cap tee.
'I haven't finished yet.'

In the first example, /min tón/ is a complete response in itself, with no verb following, as such it is written in this book without a hyphen. In the second example (hyphenated) the item functions like any other negative which precedes verbs: that is, it can replace or be replaced by /min/ itself.

The negative /min-tón/ is almost the direct opposite in meaning of the particle /haey/ 'already' (see Note, Unit 6). One functional proof of this assertion is that the two items never occur together in the same clause - you can check this, if you like, against your own usage of 'not yet' and 'already' in English. Another functional proof is that either /haey/ or /min-tón/ normally occurs in answer to questions such as 'Have you seen it yet?' The formula for this type of question in Khmer is /...haey rɪ-nɪw?/.

Example:

- Q. look kheəŋ khliá tii-pii haey rɪ-nɪw?
'Have you seen sentence two yet?'
- A. [Yes] baat, kheəŋ haey.
'Yes, I have.'
- A. [No] tee, min-tón kheəŋ tee.
'No. I haven't.'

Like /haey/, however, /min-tón/ can also occur in answer to straight yes-no questions ending in /...tee?/

Example:

- Q. look kheeñ tee?
'Do you see it?'
- A. tee, min-tón kheeñ tee.
'No, not yet.'

When a pair of verbs are in construction with each other in the same clause, the position of the negative /min-tón/ normally corresponds to that of the ordinary negative /min/ (see Note, Unit 10).

Examples:

	<u>Positive</u>	<u>Negative</u>
	róo? kheeñ 'has found'	róo? min-tón kheeñ 'hasn't found yet'
	sdap lli 'can hear'	sdap min-tón lli 'can't hear yet'
	meeł cōp 'finished reading'	meeł min-tón cōp 'hasn't finished reading yet'
<u>But:</u>	cōp rien 'wants to study'	min-tón cōp rien 'doesn't yet want to study'
	chup sōsē 'finished writing'	min-tón chup sōsē 'hasn't finished writing yet'
	hat niyiey 'practices speaking'	min-tón hat niyiey 'doesn't practice speaking yet'
	cap meeł 'started reading'	min-tón cap meeł 'hasn't started reading'

In still other cases, /min-tón/ precedes an entire verb phrase of the type normally split by the negative. Here the meaning is only slightly different, but the implication is that neither of the two parts of the construction has taken effect yet.

Examples:

- min-tón sdap baan
'hasn't understood (may not even have listened, either)'
- min-tón róo? kheeñ
'hasn't found (may not even have looked for)'

2. The Final Particle /sch/

The particle /sch/ 'at all' replaces the final particle /tee/ in negative statements only, and is much stronger in meaning. It does not replace /tee?/, the interrogative particle, or /tee/, the positive-emphatic particle. It can occur after any kind of prior negative, but is most commonly found after the simple negative /min/.

- min sruol meeł sch
'It's not at all easy to read.'

sruol meel tee?
'Is it easy to read?
sruol meel tee.
'It's easy to read.'

khñom min-tón khěñ səh.
'I haven't seen it at all.'

Drill A.

No, I haven't found it yet.

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6. look srey cap rien onglee haey
 ri-niw? (baat)
 baat, cap rien haey. (tee)
 tee, min-ton cap rien tee.

Has she started studying
 English yet? (yes)
 Yes, she's started studying English.
 (no)
 No, she hasn't started studying
 English.

Drill B.

MODEL: Teacher: yeen cap rien pii
 tron-naa? (bontót tii-pii)
Student: cap pii bontót tii-pii.

Where do we start studying
 from? (line two)
 Start from line two.

1. yeen cap meel pii-tron-naa?
 (khlia mun kee bon-oh)
 cap pii khlia mun kee bon-oh.
2. yeen chup meel niw tron-naa?
 (khlia kraoy kee bon-oh)
 chup niw khlia kraoy kee bon-oh.

Where do we start reading from?
 (the first sentence of all)
 Start from the first sentence of all.

Where do we stop reading? (The last
 sentence of all)
 Stop at the last sentence of all.

comloong [new word] 'to copy'

3. yeen cap comloong pii tron-naa?
 (tumpóa tii-dop)
 cap comloong pii tumpóa tii-dop.
4. yeen chup comloong niw tron-naa?
 (tumpóa tii-dop-pmbey)
 chup comloong niw tumpóa tii-dop-pmbey.
5. yeen cap meel aoy lli pii tron-naa?
 (bontót tii-muoy)
 cap pii bontót tii-muoy.

Where do we start copying?
 (page ten)
 Start copying from page 10.

Where do we stop copying?
 (page eighteen)
 Stop copying at page 18.

Where do we start reading aloud?
 (line 1)
 Start from line 1.

Drill C.

MODEL: Teacher: kaalnaa koun seh meel
 cop, kee niq thvee ey?
 (leek day)

When the students have
 finished reading, what
 are they going to do?
 (raise their hands)

Student: kaalnaa koun seh meel cop,
 kee niq leek day.

When the students have
 finished reading, they
 are going to raise their
 hands.

1. kaalnaa koun seh meel cop
téq-oh khnia, kee ninq thvee
ey? (hat meel aoy lll)

kaalnaa koun seh meel cop téq-oh
khnia, kee ninq hat meel aoy
lll.

2. kaalnaa look rien khmae cop haey,
look ninq thvee ey?
(rien baarañ)
kaalnaa khñom rien khmae cop haey,
khñom ninq rien baarañ.

3. kaalnaa kót chup meel ksep-ksep,
kót ninq thvee ey? (meel aoy
lll)
kaalnaa kót chup meel ksep-ksep,
kót ninq meel aoy lll.

4. kaalnaa kruu boñrien meel cop haey,
koun seh ninq thvee ey? (praε
mené? medooñ)
kaalnaa kruu boñrien meel cop haey,
koun seh ninq praε mené? medooñ.

When all of the students are
finished reading, what are they
going to do? (practice reading
aloud)

When all of the students are
finished reading, they are going
to practice reading aloud.

When you have finished studying
Cambodian, what are you going
to do? (study French)

When I have finished studying
Cambodian, I am going to study
French.

When he stops reading silently,
what is he going to do?
(read aloud)

When he stops reading silently, he
is going to read aloud.

When the teacher finishes reading,
what are the students going to
do? (translate one at a time)

When the teacher finishes reading,
the students are going to trans-
late one at a time.

Drill D.

MODEL: Teacher: kaalnaa look meel cop,
leek day.

Student: soum cam mephleεt, khñom
min-tón cop tee.

When you finish reading,
raise your hand.

Please wait a moment, I
haven't finished yet.

1. kaalnaa look saseε cop, bet
siew-phiw.
soum cam mephleεt, khñom min-tón
cop tee.

When you finish writing, close
your book.

Please wait a moment, I haven't
finished yet.

2. kaalnaa look yúl khliā nih, leek
day.
soum cam mephleεt, khñom min tón
yúl tee.

When you understand this sentence,
raise your hand.

Please wait a moment, I haven't
understood yet.

3. kaalnaa look róo? kheeff, meel
ksep-ksep.

soum cam mephleest, khñom róo?
min-tón kheeff tee.

When you find it, read it silently.

Please wait a moment, I haven't
found it yet.

4. kaalnaa look sdap baan haey,
baek siew-phiw.

soum cam mephleest, khñom sdap
min-tón baan.

When you have understood, open
your book.

Please wait a moment, I haven't
understood yet.

TRANSFORMATION DRILLS

Drill A. Inserting Objects

MODEL: Teacher: siew-phiw lieq, khñom
róo? min-tón kheeff tee.

The yellow book, I haven't
found yet.

Student: khñom róo? siew-phiw
lieq min-tón kheeff tee.

I haven't found the yellow
book yet.

1. tumpóa tii-buon, khñom róo? min-tón
kheeff tee.

Page 4, I haven't found yet.

khñom róo? tumpóa tii-buon min-tón
kheeff tee.

I haven't found page 4 yet.

2. look niyiey, khñom sdap min-tón
baan tee.

What you said, I haven't understood
yet.

khñom sdap look niyiey min-tón
baan tee.

I haven't understood what you said
yet.

3. mee-rien nih, yeex rien min-tón
cop tee.

This lesson, we haven't finished
studying yet.

yeex rien mee-rien nih min-tón
cop tee.

We haven't finished studying this
lesson yet.

4. tumpóa nih, yeex min-tón cap
meel tee.

This page, we haven't started
reading yet.

yeex min-tón cap meel tumpóa
nih tee.

We haven't started reading this
page yet.

5. khlia mun, kót sosse min-tón
cop tee.

The previous sentence, he has not
finished writing yet.

kót sosse khlia mun min-tón
cop tee.

He has not finished writing the
previous sentence yet.

6. siew-phiw lieq, yeeq min-tón
chup rien tee.
yeeq min-tón chup rien siew-phiw
lieq tee.

The yellow book, we haven't
stopped studying yet.
We haven't stopped studying the
yellow book yet.

Drill B. Changing /tee/ to /haey/

- MODEL: Teacher: pii mun, khñom róo? min-tón
kheeff tee. Previously, I hadn't
found it yet.
Student: eylew, khñom róo? kheeff haey. Now I have found it.
1. pii mun, khñom sdap min-tón lli tee. Previously, I hadn't heard it yet.
eylew, khñom sdap lli haey. Now I have heard it.
2. pii mun, khñom meel min-tón kheeff tee. Previously, I hadn't seen it yet.
eylew, khñom meel kheeff haey. Now, I have seen it.
3. pii mun, kót sdap min baan tee. Previously, he didn't understand.
eylew, kót sdap baan haey. Now, he does understand.
4. pii mun, kót róo? min kheeff tee. Previously, he couldn't find it.
eylew, kót róo? kheeff haey. Now he has found it.

Drill C. Changing /haey/ to /min-tón/

- MODEL: Teacher: eylew, khñom róo? kheeff haey. Now I have found it.
Student: khñom róo? min-tón kheeff tee. I haven't found it yet.
1. eylew, khñom sdap lli haey. Now I have heard it.
khñom sdap min-tón lli tee. I haven't heard it yet.
2. eylew, khñom meel kheeff haey. Now I have seen it.
khñom meel min-tón kheeff tee. I haven't seen it yet.
3. eylew, kót sdap baan haey. Now he understands.
kót sdap min-tón baan tee. He doesn't understand yet.
4. eylew, kót róo? kheeff haey. Now he has found it.
kót róo? min-tón kheeff tee. He hasn't found it yet.

Drill D. Changing /min-tón/ to /haey ri-nlw?/

MODEL: Teacher: khñom róo? min-tón kheeff tee. I haven't found it yet.
Student: look róo? kheeff haey ri-nlw? Now have you found it?

1. khñom sdap min-tón lli tee. I haven't heard it yet.
look sdap lli haey ri-nlw? Now have you heard it?
2. khñom meel min-tón kheeff tee. I haven't seen it yet.
look meel kheeff haey ri-nlw? Now have you seen it?
3. kót sdap min-tón baan tee. He hasn't understood yet.
kót sdap baan haey ri-nlw? Now does he understand?
4. kót róo? min-tón kheeff tee. He hasn't found it yet.
kót róo? kheeff haey ri-nlw? Now has he found it?

Drill E. Negating with /min...sch/

MODEL: Teacher: mee-rien nih sruol meel. This lesson is easy to learn.
Student: mee-rien nih min sruol meel sch. This lesson isn't at all easy to learn.

1. pia? nih sruol thaa. This word is easy to say.
pia? nih min sruol thaa sch. This word is not at all easy to say.
2. khlia nih gley yúl nah. This sentence is easy to understand.
khlia nih min gley yúl sch. This sentence is not at all easy to understand.
3. rien khmae pibaa? nah. Learning Khmer is very hard.
rien khmae min pibaa? sch. Learning Khmer is not hard at all.
4. look thaa taam khñom trew nah. You repeat after me quite correctly.
look thaa taam khñom min trew sch. You don't repeat after me correctly at all.

UNIT 20

NARRATION

1. look ceh rôp tee?
2. bae look min ceh tee, soum look cam sdap.
3. eylew kruu suo tiw seh thaa: look mian siew-phiw pemaan téj-oh?
4. koun seh chlaey thaa: khñom mian siew-phiw buon.
5. eylew kee niyiey ompil póa medcoj.
6. póa téj-nuh kii: póa meek, póa soo póa khmaw, haey nij póa lien tum.
7. kruu suo thaa: siew-phiw khaaj-kraom póa ey?
8. koun seh mené? chlaey phliem: póa meek.
9. koun seh prap kruu tiet thaa siew-phiw lee kee póa soo.
10. tae koun seh mené? tiet niyiey too: póa khmaw nuh min meen siew-phiw meel tee, kii siew-phiw sosee.

1. Do you know how to count?
2. If you don't know, just wait and listen.
3. Now the teacher is asking the students: 'How many books do you have in all?'
4. The students answer: 'I have four books.'
5. Now they are talking about colors for a moment.
6. The colors are: Light blue, white, black, and orange.
7. The teacher asks: 'What color is the book on the bottom?'
8. A student answers immediately: 'It's light blue.'
9. The students tell the teacher further that the book on top is white.
10. But another student makes the point that the black one is not a book for reading-- it's a notebook.

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11. eylew kee niyiey ompil tumhum medcoj.
12. kruu suo tiw seh: siew-phiw naa thom cian kee boj-oh?
13. koun seh mené? chlaey thaa: siew-phiw dael niw kraom kee nuh thom cian kee boj-oh.
14. eylew kót coj deq thaa tae siew-phiw naa touc cian kee.
15. koun seh mené? dael yúl somnuo koo chlaey thaa:
16. siew-phiw dael niw lee kee boj-oh touc cian kee.
17. kruu koo suo tiet thaa: siew-phiw dael thom cian kee póa ey?
18. koun seh mené? dael deq chbah chlaey thaa: póa meek, min meen póa khiew tee.
19. coh siew-phiw khiew niw troj-naa, kruu suo tiet tiw seh.
20. seh mené? koo cumriap tiw thaa: siew-phiw nuh niw kondaal kee.

11. Now they are talking about sizes for a while.
12. The teacher asks the students: 'Which book is the largest?'
13. A student answers: 'The book that's on the bottom there is the largest.'
14. Now he wants to know which book is the smallest.
15. A student who understands the question answers:
16. 'The book that's on the very top is the smallest.'
17. Then the teacher asks further: 'What color is the biggest book?'
18. A student who knows for sure answers: 'It's light blue, not dark blue.'
19. 'Then where is the dark blue book?' the teacher asks the students.
20. A student comes back with: 'That book is in the middle.'

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21. eylew kee cap rien meel.
22. kruu aoy koun seh yoo? siew-phiw khiew moo?.
23. haey koun seh mene? kheeñ kumnuu muoy niw lee kroop siew-phiw.
24. kee koo suo tiw kruu thaa: nih cia tun ciat khmae!?
25. kruu koo prap tiw seh thaa: tee, nuh kron-tae cia kumnuu tee.
26. eylew soum baek tumpoa tii-muoy, kruu niyiey tiw kan seh.
27. koun seh suo tiw kruu thaa: tae kee rien sotee eylew!?
28. kruu prap tiw kee thaa: min-ton rien sotee eylew tee.
29. mian koun seh mene? sotee lee siew-phiw meel.
30. kruu koo prap kee aoy prae krodah pseen tiet.

21. Now they are starting to study reading.
22. The teacher has the students take up the blue book.
23. And one of the students sees a design on the cover of the book.
24. So he asks the teacher: 'Is this the Cambodian national flag?'
25. The teacher tells the student: 'No, it's just a design.'
26. 'Now please open to page one,' the teacher says, addressing the students.
27. The students ask the teacher whether they are going to study writing now.
28. The teacher tells them that they are not going to study writing just yet.
29. There is one student who (wants to) write in the book.
30. The teacher tells him to use a separate piece of paper.

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31. eylew kee cap rien meel.
32. koun seh kee con den thaa: tae kee cap meel pii tron-naa?
33. kruu prap tiw kee thaa: kee nin cap meel pii bontot tii-pii, tiw dol bontot tii-buon.
34. koun seh suo tiw kruu tiet thaa: meel aoy lli, rii-koo meel ksep-ksep?
35. kruu prap kee thaa: meel ksep-ksep.
36. luh meel cop haey, koun seh laek day.
37. kruu suo tiet thaa: meel cop ten-oh khnia haey ri-niw?

38. kruu prap aoy koun seh meel próom khnia.
 39. taε koun seh khlah meel min-sew dac.
 40. kruu aoy kee meel tól-taε cop.
31. Now they start studying reading.
 32. A student wants to know what place they are going to start reading from.
 33. The teacher tells him that they will start reading from line two and go as far as line four.
 34. The students ask the teacher further whether they are to read aloud or silently.
 35. The teacher tells them: 'Read silently.'
 36. When they have finished reading, the students (are to) raise their hands.
 37. The teacher asks further: 'Have all of you finished reading now?'
 38. The teacher tells them to read in unison.
 39. But some students cannot read very skillfully.
 40. The teacher has them read until they have finished.

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NEW VOCABULARY

New items used in the Narration include the following:

1. Verbs and Nouns

róp	'to count'	...dac	'to be able to, to be skillful at'
cumriap	'to address someone'		
tumhum	'size' (cf. <u>thom</u> 'big')	punyúl	'to explain' (cf. yúl 'understand')
króop	'cover'	yóo? ...	'to take (up)'
ceh...	'to know how to'	(móo?)	

2. Functional Words

bae	'if'	tiw kan	'toward, to'
téq-nuh	'all those'	tiw dol	'up to'
phliem	'immediately'	tól-taε	'until'
too	'further, in continuation'	luh	'following, upon, after'
min-sew	'hardly, not very'		

NOTE: Review of Verbal Constructions

As previously indicated, verbal constructions in Cambodian are considerably more complex than noun constructions. Below is a summary of the principal types of verbal construction you have met thus far, and what you should know about them.

1. Verb-Verb. Negatives and other prior modifiers always precede the first verb, which is the head of the construction (i.e. can substitute for the whole). Objects and other modifiers follow the second verb.

Examples:	rien saste	'study writing'
	cap meel	'start to read'
	chup comloeq	'stop copying'

hat niyiey	'practice speaking'
cəh præ	'know how to translate'

2. Adjective-Verb. This construction is absolutely parallel to the verb-verb construction above. Any apparent difference is a problem of translation into English.

Examples: sruol rien	'easy to learn'
pibaa' səsəe	'hard to write'
ɲiey yúl	'easy to understand'

3. Verb-Completive Verb. Negatives, objects, and included modifiers (see 6. below) normally come between the verb and the completive verb. The completive verb is also the head of the typical construction. Examples:

róo' kheeff	'able to find'	sdap baan	'understand'
meel kheeff	'able to see'	sdap lli	'able to hear'
meel dac	'able to read'	rien cəp	'finish studying'

4. Verb-Adjective. This construction is nearly always parallel to the completive-verb construction above. When the action described has not yet taken place (as in a command, or a statement about the future) the modifier /aoy/ is almost mandatorily inserted between the verb and the adjective. Examples:

thaa khlaŋ	'say it loud'	meel ylit	'read slow'
niyiey təc-təc	'speak softly'	thvee l'oo	'do it well'
səsəe ɲóp	'write fast'	yúl chbah	'understand clearly'

5. Prior Modifiers. Whether the verb construction involves one, two, or more major elements, certain modifiers always precede all verbal and adjectival elements in it. These are prior verbal modifiers.

Examples: <u>krón-tə</u> rien meel	'only study reading'
<u>niŋ</u> meel kheeff	'will be able to see'

One such modifier even precedes the subject:

baan yeəŋ rien	'then we will study'
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A special case of prior modifiers is the set of words used in commands, which are common before verbs but rare before adjectives:

soum	'please'	cam	'wait and'
khom	'try to'	kom	'don't'

All verbal constructions introduced by prior modifiers are rarely negated with /min/ or its compounds; /kom/, of course, replaces /min/ entirely.

6. Included Modifiers. Other verbal modifiers, which normally precede a single verb or adjective, can occur between the parts of a complex verbal construction. This class includes all the negatives (see 8. below). Examples:

Examples: róo? min kheəñ 'unable to find'
 niyiey ao khlaŋ 'speak louder'
 meəl tól-tae cəp 'read until finished'

7. Subsequent Modifiers. This class includes the final particles and other modifiers which invariably follow all the elements of a complex verbal construction. Some subsequent modifiers have meanings which differ according to what has preceded.

Examples: (khfiom) yúl haey. 'Now I understand.' (Verb head)
 trəw haey. 'That's right.' (Adjective head, /haey/
 almost automatic)
 chlaey phliem nah. 'Answer right away,
 will you?' (Verb head)
 sruol nah. 'It's quite easy.' (Adjective head)
 sruol tee. 'It's easy.'
 min sruol tee. 'It's not easy.' (Automatic after /min/)
 min sruol soh. 'It's not at all easy.'
 sruol tee? 'Is it easy.'
 min sruol tee!? 'Isn't it easy?'
 prae tiw. 'Go ahead and use it.'
 cəp riən səsəe rih? 'Start studying writing, is that it?

8. Negation Patterns. Since knowing how to negate verbs and adjectives is vital to your ability to speak Khmer, the principal patterns you have had so far are summarized below.

	<u>Prior Modifier</u>	<u>Included Modifier</u>	<u>Subsequent Modifier</u>
Commands:	kəp	(none)	(none)
Dependent Clauses:	min, min-səw, min-tón	(none)	(none)
	(none)	min, min-səw, min-tón	(none)
Statements:	min, min-səw, min-tón	(none)	tee, soh.
	(none)	min, min-səw, min-tón	tee, soh.
Questions:	min, min-səw, min-tón	(none)	tee riħ?, tee!?
	(none)	min, min-səw, min-tón	tee riħ?, tee!?

TRANSFORMATION DRILLS

Drill A. Insertion of Negatives

MODEL: Teacher: koun seh khlah meel
dac. (min-sew)

Some of the students can
read. (not much)

Student: koun seh khlah meel
min-sew dac tee.

Some of the students can't
read much.

1. koun seh khlah døj chbah.
(min-sew)

Some students know it well.
(not very)

koun seh khlah døj min-sew chbah
tee.

Some of the students don't know
it very well.

2. mee-rien khlah ñiey yúl. (min-sew)

Some of the lessons are easy to
understand. (not very)

mee-rien khlah min-sew ñiey yúl tee.

Some of the lessons are not very
easy to understand.

3. kruu boñrien khlah ñiey khlañ.
(min-sew)

Some of the teachers speak loudly.
(not very)

kruu boñrien khlah ñiey min-sew
khlañ tee.

Some of the teachers don't speak
very loudly.

4. koun seh khlah meel cop haey.
(min-tón)

Some of the students have finished
reading already. (not yet)

koun seh khlah meel min-tón cop
tee.

Some of the students have not
finished reading yet.

5. pia? khlah pibaa? sosse nah.
(min-sew)

Some of the words are hard to
write. (not very)

pia? khlah min-sew pibaa? sosse
tee.

Some of the words are not very
hard to write.

6. koun seh khlah róo? kheeff.
(min-tón)

Some of the students have found it.
(not yet)

koun seh khlah róo? min-tón
kheeff tee.

Some of the students haven't found
it yet.

7. koun seh khlah sdap baan. (min)

Some of the students understand it.
(not)

koun seh khlah sdap min baan tee.

Some of the students don't understand.

8. tumpóa khlah sruol meel nah.
(min-sew)

Some of the pages are very easy to
read. (not very)

tumpóa khlah min-sew sruol meel
tee.

Some of the pages are not very
easy to read.

Drill B. Use of /tól-tæ/

MODEL: Teacher: koun seh meel min-sew
dac. (kruu aoy kee
khom meel)

Student: bae koun seh meel min-
sew dac, kruu aoy kee
khom meel tól-tæ dac.

The students can't read very
much. (the teacher has
them try to read)

If the students can't read
very much, the teacher has
them try to read until
they can.

1. koun seh døj min-sew chbah
(kruu aoy kee rien)

bae koun seh døj min-sew chbah,
kruu aoy kee rien tól-tæ chbah.

The students don't know it very
well. (the teacher has them
study)

If the students don't know it very
well, the teacher has them study
until they do know it well.

2. koun seh meel min-tón cop.
(kruu aoy kee meel)

bae koun seh meel min-tón cop, kruu
aoy kee meel tól-tæ cop.

The students haven't finished
reading yet. (the teacher has
them read)

If the students haven't finished
reading yet, the teacher has
them read until they have
finished.

3. pia? naa pibaa? thaa. (kruu koo
aoy kee thaa, chbah)

pia? naa pibaa? thaa, kruu koo
aoy kee thaa tól-tæ chbah.

Any word is hard to say. (the
teacher then has them say...
clearly)

If any word is hard to say, the
teacher has them say it until
it is clear.

4. koun seh róo? min kheeñ.
(kruu aoy kee róo?)

bae koun seh róo? min kheeñ, kruu
aoy kee róo? tól-tæ kheeñ.

The students haven't found it.
(the teacher has them look for
it)

If the students haven't found it,
the teacher has them look for
it until they find it.

5. koun seh sdap min baan. (kruu
punyúl aoy kee)
bae koun seh sdap min baan, kruu
punyúl aoy kee sdap tól-tæ baan.

The students don't understand.
(the teacher explains to them)

If the students don't understand,
the teacher explains to them
until they understand.

6. koun seh sdap min-sew lli.
(kruu niyiey aoy khlaŋ)

bae koun seh sdap min-sew lli, kruu
niyiey aoy khlaŋ tól-tae kee sdap
lli.

The student don't hear it very
well. (the teacher says it
louder)

If the students don't hear it very
well, the teacher says it louder
until they are able to hear it.

Drill C. Use of Completive Verbs

MODEL: Teacher: khñom min ceh róp tee.
(min baan)

I don't know how to count.
(not able to)

Student: khñom róp min baan tee.

I can't count.

1. khñom min ceh niyiey khmae tee.
khñom niyiey khmae min baan tee.

I don't know how to speak Cambodian.
I can't speak Cambodian.

2. khñom min ceh meel oŋglee tee.
khñom meel oŋglee min baan tee.

I don't know how to read English.
I can't read English.

3. khñom min ceh sasee khmae tee.
khñom sasee khmae min baan tee.

I don't know how to write Cambodian.
I can't write Cambodian.

4. khñom min ceh prae dooŋ pakaa tee.
khñom prae dooŋ pakaa min baan tee.

I don't know how to use a pen.
I can't use a pen.

5. khñom min ceh baek tee.
khñom baek min baan tee.

I don't know how to open it.
I can't open it.

6. khñom min ceh róa? tee.
khñom róa? min baan tee.

I don't know how to look for it.
I can't find it.

REVIEW DRILLS

MULTIPLE SUBSTITUTION

Drill A.

1. yeen cap pii naa?
2. yeen cap pii tumpóa naa?
3. look cap pii tumpóa naa?
4. look cap pii troŋ nih.
5. khñom cap pii troŋ nih.
6. look cap pii troŋ nih.
7. yeen cap pii troŋ nih.
8. yeen cap pii troŋ naa?

Where do we start from?
What page do we start from?
What page do you start from?
You start from here.
I start from here.
You start from here.
We start from here.
Where do we start from?

Drill B.

1. khñom meel cop haey.
2. khñom prae cop haey.
3. look prae cop haey.
4. look niyiey cop haey.
5. yeen niyiey cop haey.
6. yeen prae cop haey.
7. look kruu prae cop haey.
8. look kruu meel cop haey.
9. khñom meel cop haey.

I have finished reading.
 I have finished translating.
You have finished translating.
 You have finished speaking.
We have finished speaking.
 We have finished translating.
The teacher has finished translating.
 The teacher has finished reading.
I have finished reading.

Drill C.

1. kaalnaa look meel cop haey leek day.
2. kaalnaa look niyiey cop haey leek day.
3. kaalnaa look niyiey cop haey prap khñom.
4. bae look niyiey cop haey prap khñom.
5. bae look yúl haey prap khñom.
6. bae look yúl haey leek day.
7. bae look meel cop haey leek day.
8. kaalnaa look meel cop haey leek day.

When you have finished reading, raise your hand.
 When you have finished speaking, raise your hand.
 When you have finished speaking, tell me.
If you have finished speaking, tell me.
 If you have understood, tell me.
 If you have understood, raise your hand.
 If you have finished reading, raise your hand.
When you have finished reading, raise your hand.

Drill D.

1. baat, khlia téŋ-oh nih sruol yúl tee.
2. baat, pia? téŋ-oh nih sruol yúl tee.
3. baat, pia? téŋ-oh nih sruol meel tee.
4. baat, pia? pii-bey nih sruol meel tee.
5. baat, pia? pii-bey nih min sruol meel tee.
6. baat, khlia pii-bey nih min sruol meel tee.

Yes, all these sentences are easy to understand.
 Yes, all these words are easy to understand.
 Yes, all these words are easy to read.
 Yes, these few words are easy to read.
 Yes, these few words are not easy to read.
 Yes, these few sentences are not easy to read.

- | | |
|---|---|
| 7. baat, khliá pii-bəy nih <u>sruol</u>
meel tee. | Yes, these few sentences are <u>easy</u>
to read. |
| 8. baat, khliá <u>təŋ-oh</u> nih sruol
meel tee. | Yes, <u>all</u> these sentences are easy
to read. |
| 9. baat, khliá <u>təŋ-oh</u> nih sruol
<u>yúl</u> tee. | Yes, all these sentences are easy to
<u>understand</u> . |

RESPONSE DRILLS

Drill A.

- | | |
|--|--|
| MODEL: <u>Teacher</u> : yeəŋ cap meel pii trəŋ
naa? (bontót tii-buon) | Where do we start reading
from? (line four) |
| <u>Student</u> : yeəŋ cap meel pii bontót
tii-buon. | We start reading from line
four. |
-
- | | |
|--|--|
| 1. yeəŋ cap rien siew-phiw naa mun?
(siew-phiw khiew) | Which book do we start studying first?
(the blue book) |
| yeəŋ cap rien siew-phiw khiew mun. | We start studying the blue book first. |
| 2. yeəŋ cap niyiey ompii ey mun?
(srok khmae) | What do we start speaking about first?
(Cambodia) |
| yeəŋ cap niyiey ompii srok
khmae mun. | We start speaking about Cambodia
first. |
| 3. yeəŋ cap rien ey mun?
(meel khmae) | What do we start learning first?
(to read Cambodian) |
| yeəŋ cap rien meel khmae mun. | We start learning to read Cambodian
first. |
| 4. yeəŋ cap thvee ey mun?
(rien khmae) | What are we going to start to do
first? (study Cambodian) |
| yeəŋ cap rien khmae mun. | We are going to start studying
Cambodian first. |

Drill B.

- | | |
|--|---|
| MODEL: <u>Teacher</u> : khliá <u>təŋ-oh</u> nih sruol
<u>yúl</u> tee? | Are all these sentences easy
to understand? |
| <u>Student</u> : baat, khliá <u>təŋ-oh</u> nih
sruol <u>yúl</u> nah. | Yes, all these sentences are
quite easy to understand. |
-
- | | |
|--|---------------------------------------|
| 1. siew-phiw nih sruol meel tee? | Is this book easy to read? |
| baat, siew-phiw nih sruol meel
nah. | Yes, this book is quite easy to read. |

- | | |
|---|---|
| 2. pia? nih sruol prae tee?
baat, pia? nih sruol prae nah. | Is this word easy to use?
Yes, this word is quite easy to use. |
| 3. pia? nuh sruol thaa tee?
baat, pia? nuh sruol thaa nah. | Is that word easy to say?
Yes, that word is quite easy to say. |
| 4. bontót tii-buon sruol prae tee.
baat, bontót tii-buon sruol prae nah. | Is line four easy to translate?
Yes, line four is quite easy to translate. |

Drill C.

- | | |
|---|---|
| MODEL: <u>Teacher</u> : look yúl téj-oh tee? | Do you understand all of it? |
| <u>Student</u> : tee, look kruu, khñom yúl ntéc-ntéc. | No, teacher, I understand (only) a little of it. |
| 1. look prae baan téj-oh tee?
tee, look kruu, khñom prae baan ntéc-ntéc. | Can you translate all of it?
No, teacher, I can (only) translate a little of it. |
| 2. look meel dac téj-oh tee?
tee, look kruu, khñom meel dac ntéc-ntéc. | Can you read all of it?
No, teacher, I can (only) read a little of it. |
| 3. look thvée téj-oh baan tee?
tee, look kruu, khñom thvée baan ntéc-ntéc. | Can you do all of it?
No, teacher, I can (only) do a little of it. |

Drill D.

- | | |
|---|--|
| MODEL: <u>Teacher</u> : look còp haey ri-niw?
(cam) | Have you finished yet?
(wait) |
| <u>Student</u> : khñom min-tón còp tee, soum cam khñom mephleest. | I haven't finished yet, please wait for me a moment. |
| 1. look yúl haey ri-niw? (punyúl)
khñom min-tón yúl tee, soum punyúl khñom mephleest. | Have you understood yet? (explain)
I haven't understood yet, please explain to me a moment. |
| 2. look dèj haey ri-niw? (prap)
khñom min-tón dèj tee, soum prap khñom mephleest. | Do you know it now? (tell)
I don't know it yet, please tell me about it a moment. |
| 3. look cèh prae haey ri-niw?
(borhaañ)
khñom min-tón cèh prae tee, soum borhaañ khñom mephleest. | Do you know how to translate it now?
(show)
I don't know how to translate it yet, please show me a moment. |

Drill E.

- MODEL: Teacher: look kruu aoy khñom meel (rih)? (thaa taam) Does the teacher want me to read? (repeat after him)
- Student: tee, look kruu krón-tae aoy look thaa taam tee. No, the teacher only wants you to repeat after him.
-
1. kee aoy khñom tiw niw srok khmae rih? (tiw rien) Do they want me to go live in Cambodia? (go study)
tee, kee krón-tae aoy look tiw rien tee. No, they only want you to go study there.
-
2. yeeg cap rien sosee khmae rih? (rien meel) Are we going to start to learn to write Cambodian? (learn to read)
tee, yeeg krón-tae rien meel tee. No, we are only going to learn to read it.
-
3. siew-phiw nih, kee aoy look rih? (prae) Did they give this book to you? (to use)
tee, kee krón-tae aoy khñom prae tee. No, they only let me use it.

UNIT 21

BASIC DIALOGUE

Teacher

1. cmìep suo! Hello!

James

2. cmìep suo! Hello!

Teacher

3. look sok sebaay' cia teh? How are you?

James

4. baat, khñom sok sebaay' cia tee. I'm fine.

coh look kùu. And you, teacher?

Teacher

5. ou, khñom sok sebaay douc Oh, I'm well as usual.
thómedaa.

look James, nih' e, kañaa vansii' e. James, this is Vansy.

James

6. cmìep suo! Hello!

soum tooh, khñom sdap chmùh Excuse me, I didn't catch your
m tón' eh! name.

Vansy

7. caah, khñom chmùh vansii. My name is Vansy.

James

8. oo kun. chmùh nìy l'oo' ah. Thank you. That's very nice name.

Vansy

9. oo kun. look thee kaa ey? Thank you. What is your job?

James

10. baat, khñom cia anu?pún niw I'm an attaché at the American
ambasaat ameri'kañ. Embassy.

Vansy

11. coh look inoh, cia puo'-maa? And that gentleman, is he a friend
look' ih? of yours?

12. baat, soum tooh, kaff^haa.
look Jones cia puo?-maa?
khñom cit-det' nah.
- James
- Yes, excuse me, Miss.
Mr. Jones is a very close friend
of mine.
13. cmiep suo, look Jones.
- Vansy
- Hello, Mr. Jones.
14. cmiep suo!
- Jones
- Hello.
15. caah, khñom thee niw kesuon
kaa-booreteh, khaan vóppethóa.
- Vansy
- I work at the Foreign Ministry,
in the cultural field.
16. baat, soum tooh, khaan ey?
- Jones
- Excuse me, what field?
17. caah, khaan vóppethóa.
- Vansy
- The cultural field.
18. ou, khaan vóppethóa!
baat, khñom sdap baan' eh.
- Jones
- Oh, the cultural field!
Now I understand.
19. look ceh ni'yiey khmae l'oo' ah.
- Vansy
- You speak Cambodian very well.
20. oo, khñom cmnaay peel ceen'
ah, dmbey-nq rien khmae.
- Jones
- Well, I put in a lot of time trying
to learn Cambodian.

TRANSCRIPTION NOTE

From this unit on, all Basic Dialogues and Drills are transcribed in a style which reflects the Phnom Penh variety of colloquial speech (PPn) rather than the standard language (Std), which was represented in Units 1-20. The chief differences between the two styles of transcription, and hence also between the two dialects, PPn and Std, can be summarized under three main headings.

- 1) The treatment of unstressed first syllables of two-syllable words is different, the standard language version of such items nearly always being longer and more complex than the Phnom Penh equivalents.

Examples:	Std	krosuon	PPn	kesuon	'ministry'
	Std	daembey	PPn	dmbey	'in order to'
	Std	comnaay	PPn	cmnaay	'spend'
	Std	soste	PPn	teste	'write'

Std	ɛylew	PPn	alew	'now'
Std	aenaa	PPn	inaa	'where'
Std	əwpuk	PPn	əpuk	'father'

- 2) A simplification of initial and medial consonant clusters often occurs, even in stressed syllables, in Phnom Penh speech.

Example: Std thvee PPn thee 'to do'

This simplification always takes place in PPn when the second consonant of the cluster is Std /r/; but the /r/ in such cases is replaced by a low rising tone on the vowel nucleus which follows, often accompanied by some changes in the quality of the first vowel as well as an effect known as 'pharyngealization.' We write the low rising tone with a grave accent / ` / over the first vowel, and indicate the vowel changes as necessary. There are several examples of such /r/-clusters in the Basic Dialogue and Drills of this unit (some also involving unstressed first syllables-- see 1) above):

Std	praɛ	PPn	pàɛ	'translate'
Std	kruu	PPn	kùu	'teacher'
Std	craen	PPn	cèen	'much, many'
Std	cumriep	PPn	cmiep	'to greet'
Std	bəŋrien	PPn	bŋien, pŋien	'to teach'

What happens to syllable-initial /r/ in the Phnom Penh dialect is an even more complex problem, which will be discussed later.

- 3) A reduction of unstressed functional words, especially pre-verbal modifiers and final particles, is a fairly constant feature of the Phnom Penh dialect.

Examples:	Std	min	PPn	m	'not'
	Std	niŋ	PPn	nŋ, n, ŋ	'will'
	Std	tɪw	PPn	tə	'go and'
	Std	móoʔ	PPn	mə, móo	'come and'
	Std	tee	PPn	teh, eh	(negative or interrogative particle)
	Std	nah	PPn	ah	'very, isn't it'
	Std	haey	PPn	eh, eyh	'already'
	Std	rɪɪ, rɪh	PPn	ɪh	(interrogative particle)
	Std	tɪw	PPn	tɪh	'go ahead and'

The Dialogue for Comprehension, in this unit and all that follow, is written in the standard version, with citation forms for all words, so that you can constantly be comparing both new and old vocabulary items in the two styles, since the text of the Basic Dialogue corresponds exactly with the text of the Dialogue for Comprehension.

DIALOGUE FOR COMPREHENSION

kruu boqrien

1. cumriep suo!
3. look sok sebaay cia tee?
5. ou, khñom sok sebaay douc thómmedaa.
look James, nih kaññaavansii.

kaññaavansii

7. caah, khñom chmúh vansii.
9. គ្រូ កុំ. look thvee kaa ey?
11. coh look aenoh, cia puo?-maa?
look rih?

look James

2. cumriep suo!
4. baat, khñom sok sebaay cia tee!
coh look kruu.
6. cumriep suo!
soun tooh, khñom sdap chmúh
min tón tee!

8. គ្រូ កុំ. chmúh nīj l'oo nah.
10. baat, khñom cia anu'pún nīw
ambasaat ameri'kañ.
12. baat, soun tooh, kaññaavansii.
look Jones cia puo?-maa? khñom
cit-det nah.

look Jones

13. cumriep suo, look Jones.
15. caah, khñom thvee nīw krosuon
kaa-booreteh, khaañ vóppethóa.
17. caah, khaañ vóppethóa.
19. look ceh nīyiey khmae l'oo nah.
14. cumriep suo!
kaññaavansii thvee kaa nīw-aenaa?
16. baat, soun tooh, khaañ ey?
18. ou, khaañ vóppethóa!
baat, khñom sdap baan haey.
20. គ្រូ, khñom cōmnaay peel craen
nah, daembey nīj rien khmae.

NOTE: /tón/ as a Completive Verb

Closely related to the negative /min-tón/ 'not yet' (see Note, Unit 19) is the completive verb /tón/ 'to accomplish something in time, to have time to,' which occurs in both positive and negative constructions and occupies the same position as such completive verbs as /baan/ 'to be able' and /cōp/ 'to finish' (see Note 3., Unit 20).

Examples: taam tón 'to catch up (to have time to follow)'
taam m tón 'to be unable to catch up (not have time to follow)'

In its negative form, the completive verb /tón/ provides a three-way meaning contrast in the case of certain verb constructions-- e.g. with /sdap/ 'listen':

m-tón sdap baan	m-tón sdap lɪɪ
'still didn't understand'	'still didn't hear'
(in both cases, may or may not have actually listened)	
sdap m-tón baan	sdap m-tón lɪɪ
'still didn't understand'	'still couldn't hear'
(in both cases, definitely was listening)	
sdap m tón	
'didn't catch it'	
(i.e. didn't listen in time)	

Following are some other common completive-verb constructions involving /tón/ as the second constituent:

meel tón	'to catch something visually (to have time to look)'
aan tón	'to have time to read' (/aan/ means only 'read')
rien tón	'to have time to study, to learn in time'
tesse tón	'to have time to write'
pàe tón	'to have time to translate'
thee tón	'to have time to do'

NEW VOCABULARY

Following are some vocabulary sets which include items introduced only in the Drills of this unit, not in the Basic Dialogue itself. You will need to know them in order to perform the drills. (The transcription in parentheses, here and elsewhere, represents a Standard form which differs radically from the Phnom Penh form of the item in question.)

Language and Nationality Terms

khmae	Cambodian
ameri?kaŋ	American
ɔŋglee	English
pəaŋ (baaraŋ)	French
allemaŋ	German
cen	Chinese
yuon	Vietnamese
siem	Thai
liaw	Lao
español	Spanish
rusii	Russian
phumia	Burmese

Reading and Writing Terms

səphew (siew-phɪw)	book
meel	to read, look at
aan	to read (only)
tesse (sɔsse)	to write
kasæt ^m	newspaper, magazine
sebot (sɔmbot) ^m	ticket, note, letter

^m For the forms /kasæt'n and /sebot'n/ see Note, Unit 22.

DRILLS

Drill A: Response

MODEL: Teacher: cmiep suo! (look)
 Student: cmiep suo, look.

Hello! (you, sir)
 Hello, sir.

1. cmiep suo! (look sêy)
 cmiep suo, look sêy.

Hello! (You, madam)
 Hello, ma'am.

2. cmiep suo! (kañaa)
 cmiep suo, kañaa.

Hello! (You, miss)
 Hello, miss.

3. cmiep suo (look kùu)
 cmiep suo, look kùu.

Hello! (You, teacher)
 Hello, teacher.

4. cmiep suo! (look tɿ-oh khnia)
 cmiep suo, look tɿ-oh khnia.

Hello! (All of you)
 Hello, everybody.

5. cmiep suo! (vansi)
 cmiep suo, vansi.

Hello! (Vansy)
 Hello, Vansy.

Drill B: Substitution

1. look sok sebaay' cia teh?

How are you?

2. look sêy sok sebaay' cia teh?

How are you, ma'am?

3. kañaa sok sebaay' cia teh?

How are you, miss?

4. look kùu sok sebaay' cia teh?

How are you, teacher?

5. look tɿ-oh khnia sok sebaay'
 cia teh?

How are you all?

6. vansi sok sebaay' cia teh?

How are you, Vansy?

Drill C: Response

MODEL: Teacher: sok sebaay' cia teh? (look) How are you? (sir)
 Student: coh look. sok sebaay' cia teh? And you sir, how are you?

1. sok sebaay' cia teh? (look sêy)
 coh look sêy. sok sebaay' cia teh?

How are you? (ma'am)
 And you, ma'am, how are you?

2. sok sebaay' cia teh? (kañaa)
 coh kañaa. sok sebaay' cia teh?

How are you? (miss)
 And you, miss, how are you?

3. sok sebaay' cia teh? (look kùu)
 coh look kùu. sok sebaay' cia teh?

How are you? (teacher)
 And you, teacher, how are you?

4. sok sebaay' cia teh? (look tɔŋ-ɔh
khnia)
coh look tɔŋ-ɔh khnia. sok sebaay'
cia teh?
5. sok sebaay' cia teh? (vansii)
coh vansii. sok sebaay' cia teh?

How are you? (all you gentlemen)

And all you gentlemen, how are
you?

How are you? (Vansy)
And you, Vansy, how are you?

Drill D: Substitution

1. soum tooh, khñom sdap m tón' eh!
2. soum tooh, khñom meel m tón' eh!
3. soum tooh, khñom aan m tón' eh!
4. soum tooh, khñom rien m tón' eh!
5. soum tooh, khñom taam m tón' eh!
6. soum tooh, khñom tesee m tón' eh!
7. soum tooh, khñom pæe m tón' eh!
8. soum tooh, khñom thee m tón' eh!

Excuse me, I didn't catch it!
(Didn't have time to listen)

Excuse me, I didn't have time to
look at it!

Excuse me, I didn't have time to
read it!

Excuse me, I didn't have time to
learn it!

Excuse me, I couldn't catch up!
(Didn't have time to follow)

Excuse me, I didn't have time to
write it!

Excuse me, I didn't have time to
translate it!

Excuse me, I didn't have time to
do it!

Drill E: Negative Response

1. look sdap tón' eh?
tee, khñom sdap m tón' eh!
2. look meel tón' eh?
tee, khñom meel m tón' eh!
3. look aan tón' eh?
tee, khñom aan m tón' eh!
4. look rien tón' eh?
tee, khñom rien m tón' eh!
5. look taam tón' eh?
tee, khñom taam m tón' eh!
6. look tesee tón' eh?
tee, khñom tesee m tón' eh!

Did you catch it?
No, I didn't catch it.

Did you have time to look at it?
No, I didn't have time to look
at it.

Did you have time to read it?
No, I didn't have time to read it.

Did you have time to learn it?
No, I didn't have time to learn it.

Could you catch up to it?
No, I couldn't catch up to it.

Did you have time to write it?
No, I didn't have time to write it.

- | | |
|---|---|
| 7. look pàe tón' eh?
tee, khñom pàe m tón' eh! | Did you have time to translate it?
No, I didn't have time to translate it. |
| 8. look thee tón' eh?
tee, khñom thee m tón' eh! | Did you have time to do it?
No, I didn't have time to do it. |

Drill F: Positive Response

- | | |
|--|--|
| 1. look sdap tón' eh?
baat, khñom sdap tón' eh. | Did you catch it?
Yes, I caught it. |
| 2. look meel tón' eh?
baat, khñom meel tón' eh! | Did you have time to look at it?
Yes, I had time to look at it. |
| 3. look aan tón' eh?
baat, khñom aan tón' eh. | Did you have time to read it?
Yes, I had time to read it. |
| 4. look rien tón' eh?
baat, khñom rien tón' eh. | Did you have time to learn it?
Yes, I had time to learn it. |
| 5. look taam tón' eh?
baat, khñom taam tón' eh. | Could you catch up to it?
Yes, I caught up to it. |
| 6. look tesse tón' eh?
baat, khñom tesse tón' eh. | Did you have time to write it?
Yes, I had time to write it. |
| 7. look pàe tón' eh?
baat, khñom pàe tón' eh. | Did you have time to translate it?
Yes, I had time to translate it. |
| 8. look thee tón' eh?
baat, khñom thee tón' eh. | Did you have time to do it?
Yes, I had time to do it. |

Drill G: Response (female student)

MODEL: Teacher: kañaa chmúh ey? (vansii) What is your name, miss? (Vansy)
Student: caah, khñom chmúh vansii. My name is Vansy.

- | | |
|--|---|
| 1. kañaa meel ey? (kasact)
caah, khñom meel kasact'n. | What are you looking at, miss? (a magazine)
I'm looking at a magazine. |
| 2. kañaa aan ey? (onglee)
caah, khñom meel onglee. | What are you reading, miss? (English)
I'm reading English. |
| 3. kañaa rien ey? (khmae)
caah, khñom rien khmae. | What are you studying, miss? (Cambodian)
I am studying Cambodian. |
| 4. kañaa tesse ey? (sebot)
caah, khñom tesse sebot'n. | What are you writing, miss? (a letter)
I'm writing a letter. |
| 5. kañaa coul-cet ey? (kafee)
caah, khñom coul-cet kafee. | What do you like, miss? (coffee)
I like coffee. |

MODEL: Teacher: look chmùh ey? (saw) What is your name, sir? (Sau)
Student: baat, khñom chmùh saw. My name is Sau.

- ### Drill I: Substitution

1. look cəh ni'yiey khmae l'oo' ah. You know how to speak Cambodian very well.
2. look cəh ni'yiey ɔŋglee l'oo' ah. You know how to speak English very well.
3. look cəh ni'yiey pəaŋ l'oo' ah. You know how to speak French very well.
4. look cəh ni'yiey alɛmən l'oo' ah. You know how to speak German very well.
5. look cəh ni'yiey cən l'oo' ah. You know how to speak Chinese very well.
6. look cəh ni'yiey yuon l'oo' ah. You know how to speak Vietnamese very well.
7. look cəh ni'yiey siem l'oo' ah. You know how to speak Thai very well.
8. look cəh ni'yiey liaw l'oo' ah. You know how to speak Lao very well.
9. look cəh ni'yiey espaɲol l'oo' ah. You know how to speak Spanish very well.

Drill J: Expansion

1. look saw.
 2. look saw cəh.
 3. look saw cəh ɔŋglee.
 4. look saw cəh niʔyiey ɔŋglee.
 5. look saw cəh niʔyiey ɔŋglee lʔɔɔ' əh.
 6. look saw cəh niʔyiey ɔŋglee lʔɔɔ' əh, mɛɛn' əh?
-
1. Mr. Sau.
 2. Mr. Sau knows.
 3. Mr. Sau knows English.
 4. Mr. Sau knows how to speak English.
 5. Mr. Sau knows how to speak English very well.
 6. Mr. Sau knows how to speak English very well, doesn't he?

Drill K: Reduction

1. look saw cəh niʔyiey ɔŋglee lʔɔɔ' əh, mɛɛn' əh?
 2. look saw cəh niʔyiey ɔŋglee lʔɔɔ' əh.
 3. look saw cəh niʔyiey ɔŋglee.
 4. look saw cəh ɔŋglee.
 5. look saw cəh.
 6. look saw.
-
1. Mr. Sau know how to speak English very well, doesn't he?
 2. Mr. Sau knows how to speak English very well.
 3. Mr. Sau knows how to speak English.
 4. Mr. Sau knows English.
 5. Mr. Sau knows.
 6. Mr. Sau.

UNIT 22

BASIC DIALOGUE

Teacher

1. kañaa vansi cia khmae, meen' eh? Miss Vansy is Cambodian, isn't she?

First Student

2. baat, pekot' eh. Yes, that's right.
kañaa vansi, kót cia khmae. Miss Vansy is a Cambodian.

Teacher

3. look cam' eh, kót thee kaa ey? Do you remember what work she does?

First Student

4. baat, khñom phlic' eh. I've forgotten already.

Teacher

5. nœnaa' nŭw cam? Who still remembers?

Second Student

6. baat, khñom! I do!
kót thee kaa nŭw kesuonj kaa- She works at the Foreign Ministry
booreteh, phnaek khaanj vóppethóa. in the cultural section.

Teacher

7. look nik khœñ' inŭw? Do you remember now?
(Have you thought of it yet?)

First Student

8. baat, khñom nik khœñ' eh. Yes, now I remember.

Teacher

9. mœnuh dael ni'yiey cemuoŭy kañaa Who were the people who were
vansi chmúh ey-khlah? talking with Miss Vansy?

Third Student

10. baat, kŭi look Smith nŭj look They were Mr. Smith and Mr. Jones.
Jones.

Teacher

11. look Smith thee kaa ey? What is Mr. Smith's job?

First Student

12. baat, look Smith cia anu'pún nŭw Mr. Smith is an Attaché at the
ambasaat ameri'kaŭ. American Embassy.
13. look Jones, min deŭj kót thee I don't know what Mr. Jones does.
ey' teh!

Teacher

14. kañaa vansii methee ey? What did Miss Vansy come for?

Second Student

15. baat, kót meleeq. She came to visit.

Teacher

16. kañaa vansii tēw cemec' nq
look kuu? What relation is Miss Vansy to
the teacher?

Second Student

17. baat, kañaa vansii cia p'oun
sēy lebōh look kuu. Miss Vansy is the younger sister
of the teacher.

Teacher

18. kañaa vansii cēh ni'yiey
onglee' teh? Does Miss Vansy know how to speak
English?

Third Student

19. baat, kót ni'yiey onglee
baan l'əw kuo-som. Yes, she can speak English rather
well.

Teacher

20. look coul-cet kót' eh? Do you like her?

Third Student

21. baat, khñom coul-cet kót' nah. Yes, I like her a lot.
22. kót kuo-som, haey ré'-té' nah. She's nice, and she's very cordial.

DIALOGUE FOR COMPREHENSION

kruu bogrien

1. kañaa vansii cia khmae, meen tee?
3. look cam tee, kót thvee kaa ey?
5. né'-naa niw cam?
7. look nik kheefi haey ri-niw?
9. menuh dael niyiey cia-muoy kañaa
vansii chmúh ey-khlah?

koun seh

2. baat, prakot haey..
kañaa vansii, kót cia khmae.
4. baat, khñom phlic haey.
6. baat, khñom! kót thvee kee niw
krosuon kaa-booreteh, phnaek
khaan vóppethóa.
8. baat, khñom nik kheefi haey.
10. baat, kii look Smith niq look
Jones.

- | | |
|--|---|
| 11. look Smith thvee kaa ey? | 12. baat, look Smith cia anu?pún
niw ambasaat ameri?kaŋ. |
| | 13. look Jones, min deŋ kót thvee
ey tee. |
| 14. kaññaas vansi mōo? thvee əvey? | 15. baat, kót mōo? leeŋ. |
| 16. kaññaas vansi trew cia mɛc niŋ look
kruu? | 17. baat, kaññaas vansi cia pʔoun
srey reboh look kruu. |
| 18. kaññaas vansi ceh niyiey əŋglee tee? | 19. baat, kót niyiey əŋglee baan
lʔəə kuo-səm. |
| 20. look coul-cet kót tee? | 21. baat, khñom coul-cet kót nah. |
| | 22. kót kuo-səm, haey ré?-té? nah. |

NOTE: Sentence Enclitics and Intonation

Another feature of the transcription used from Unit 21 onward is the marking of the last heavily stressed syllable in each sentence (or clause). This is done with a tic / ' /, written immediately after the syllable in question, except when the heavy-stressed syllable is the very last one in the sentence (or clause), in which case it is unmarked.

- | | |
|-------------------------------|------------------------------------|
| Examples: 1. nenaas' niw cam? | 'Who still remembers?' |
| 2. khñom phlic' eh. | 'I've <u>forgotten</u> (already).' |
| 3. kót cia khmaɛ. | 'She's a <u>Cambodian</u> .' |

In the third example, the last heavily stressed syllable is /khmaɛ/, which ends the sentence and therefore is not marked with / ' /. In the second example, there is a single unstressed syllable /eh/ (standing for /haey/) after the last heavy-stressed one. Such a syllable is a sentence enclitic. The first example does not contain a sentence enclitic, by definition, since there are two syllables, /niw cam/, after the heavy stress.

Nearly all sentence enclitics in the Phnom Penh dialect are reduced forms of final particles (see Note, Unit 21).

- | | | |
|--------------|-----------|-----------|
| For example: | ah (nah) | eh (tee) |
| | eh (haey) | dɛh (daɛ) |
| | ih (rɪɪ) | nŋ (niŋ) |

These enclitics occur on sentences and clauses of every possible intonation type.

- | | <u>Without Enclitic</u> | <u>With Enclitic</u> |
|-------------------|---|---|
| <u>Normal:</u> | kót cia khmaɛ.
'She's Cambodian.' | kót cia khmaɛ' dɛh.
She's Cambodian, too. |
| <u>Assertive:</u> | kót cia khmaɛ!
'She <u>is</u> Cambodian. | kót cia khmaɛ' teh!
She's <u>Cambodian</u> . |

Interrogative: kót cia khmaɛ? 'She's Cambodian?

kót cia khmaɛ' teh? Is she Cambodian?

Surprised Int: kót cia khmaɛ!ʔ 'She's Cambodian?

kót cia khmaɛ' ihʔ 'Is she Cambodian?'

Besides the sentence enclitics which correspond to final particles, as above, the Phnom Penh dialect has other enclitics which do not correspond to any word of the written or spoken language, but are determined solely by the phonetic environment-- i.e., when the conditions are right, they just happen. A common member of this class of enclitics occurs several times in the present unit. The conditions under which it occurs are twofold:

- The sentence has normal statement intonation-- pitch running downhill to a relatively low level toward the end of the sentence, but rising back up on the last syllable-- written /·/. This intonation occurs clearly in the taped answers to Drills B, C, D, E, and G of this unit.
- The last syllable of the sentence is stressed, and ends in a voiceless consonant; the possibilities for the latter are the stops /p, t, c, k, ʔ/ and the spirant /h/. (Note that the requirement of stress rules out the presence of any sentence-particle enclitic.)

When these two conditions are present, the result is invariably an automatic nasal enclitic, /m, n, ŋ, ɲ/, occurring immediately after the voiceless sound that ends the sentence. This addition to the sentence also serves to carry the rising part of the sentence intonation (which cannot, of course, occur on the voiceless portion /p, t, c, k, ʔ, h/). The choice of a particular nasal, moreover, is determined by the type of voiceless final consonant that happens to occur at the end, and has nothing to do with the meaning of the sentence (unlike the true sentence enclitics). The nasal is always the one which is articulated in the same position as the voiceless consonant; in the cases of /h/ and /ʔ/ it is the nearest nasal, /ɲ/.

The transcription distinguishes between the automatic enclitics and the sentence-particle enclitics by writing the former type immediately after the stress-mark /·/, while leaving a space before the latter type. The possibilities for the automatic nasal, then, are as follows:

---p'm. ---t'n. ---c'ŋ. ---k'ɲ. ---ʔ'ɲ. ---h'ɲ.

Examples: baat, kót móo sdap'm.
Yes, she came to listen.

baat, kót meel kasaet'n.
Yes, she's reading a newspaper.

baat, khñom coul-cet ntəc'ŋ.
Yes, I like it somewhat.

baat, khñom móo? pii amerik'ɲ.
Yes, I come from America.

baat, pibaaʔ'ɲ.
Yes, it's difficult.

baat, nɿw cit poh'ɲ.
Yes, it's near the post-office.'

Examples of automatic nasal enclitics will be found in Drills C and G of this unit, and also in Drills G and H of Unit 21.

NEW VOCABULARY

Following are some new and old items, verbs and adjectives, that you will need to perform the drills which follow.

cam	'to wait, remember'	baan	'to get'
(móo?) cam	'to (come and) wait'	tétuəl	'to receive, greet (in person)'
(niw) cam	'to (still) remember'	cmiep	'to address, greet (with words)'
nik	'to think; feel'	cuop	'to meet'
kit	'to think, calculate'	coul-cet	'to like'
nik kheeff	'to think of, remember'		
leen	'to see (someone), visit, play, do something for fun'	l'oo	'good, nice'
teleen	'to go visit'	kuo-som	'proper, fitting'
(tiw leen)			
meeleē (móo? leen)	'to come visit'	ré?-té?	'correct in manners, hospitable'
leen baal	'to play ball'	ré-té? l'oo	'nice and cordial'
		l'oo kuo-som	'rather well, quite well'

DRILLS

Drill A: Substitution

- | | |
|---|--------------------------------------|
| 1. kañaa cia khmae, mɛɛn' eh? | You're Cambodian aren't you? |
| 2. kañaa cia <u>onglee</u> , mɛɛn' eh? | You're <u>English</u> aren't you? |
| 3. kañaa cia <u>pɛaŋ</u> , mɛɛn' eh? | You're <u>French</u> aren't you? |
| 4. kañaa cia <u>allemon</u> , mɛɛn' eh? | You're <u>German</u> aren't you? |
| 5. kañaa cia <u>cən</u> , mɛɛn' eh? | You're <u>Chinese</u> aren't you? |
| 6. kañaa cia <u>yuon</u> , mɛɛn' eh? | You're <u>Vietnamese</u> aren't you? |
| 7. kañaa cia <u>siem</u> , mɛɛn' eh? | You're <u>Thai</u> aren't you? |
| 8. kañaa cia <u>liaw</u> , mɛɛn' eh? | You're <u>Lao</u> aren't you? |
| 9. kañaa cia <u>español</u> mɛɛn' eh? | You're <u>Spanish</u> aren't you? |

Drill B. Response

MODEL: Teacher: kañaa vansiï cia khmae,
meen' eh?

Miss Vansy is Cambodian,
isn't she?

Student: baat, pekot' eh..kañaa
vansiï, kót cia khmae.

Yes, that's right. Miss
Vansy is Cambodian.

1. kañaa vansiï cia òngleë, meen' eh?
baat, pekot' eh..kañaa vansiï, kót
cia òngleë. Miss Vansy is English, isn't she?
Yes, that's right, Miss Vansy is
English.
2. kañaa vansiï cia pèaŋ, meen' ey?
baat, pekot' eh..kañaa vansiï, kót
cia pèaŋ. Miss Vansy is French, isn't she?
Yes, that's right, Miss Vansy is
French.
3. kañaa vansiï cia allemoŋ, meen' eh?
baat, pekot' eh..kañaa vansiï, kót
cia allemoŋ. Miss Vansy is German, isn't she?
Yes, that's right, Miss Vansy is
German.
4. kañaa vansiï cia cən, meen' eh?
baat, pekot' eh..kañaa vansiï,
kót cia cən. Miss Vansy is Chinese, isn't she?
Yes, that's right, Miss Vansy is
Chinese.
5. kañaa vansiï cia yuon, meen' eh?
baat, pekot' eh..kañaa vansiï,
kót cia yuon. Miss Vansy is Vietnamese, isn't she?
Yes, that's right. Miss Vansy is
Vietnamese.
6. kañaa vansiï cia siem, meen' eh?
baat, pekot' eh..kañaa vansiï,
kót cia siem. Miss Vansy is Thai, isn't she?
Yes, that's right, Miss Vansy is
Thai.
7. kañaa vansiï cia liaw, meen' eh?
baat, pekot' eh..kañaa vansiï,
kót cia liaw. Miss Vansy is Lao, isn't she?
Yes, that's right, Miss Vansy is
Lao.
8. kañaa vansiï cia español, meen' eh?
baat, pekot' eh..kañaa vansiï, kót
cia español. Miss Vansy is Spanish, isn't she?
Yes, that's right, Miss Vansy is
Spanish.

Drill C. Response

MODEL: Teacher: look cam' eh, kót thee
ey? (kùu bjièn)

Do you remember what she
does? (teacher)

Student: baat, kót thee kùu bjièn.

Yes, she works as a teacher.

1. look cam' eh, kót chmùh ey?
(vansiì)
baat, kót chmùh vansiì.

Do you remember what her name is?
(Vansy)
Yes, her name is Vansy.

2. look cam' eh, kót meel ey?
(kasaet)
baat, kót meel kasaet'n.

Do you remember what she was
looking at? (magazine)
Yes, she was looking at a magazine.

3. look cam' eh, kót rien ey?
(khmae)
baat, kót rien khmae.

Do you remember what she was
studying? (Cambodian)
Yes, she was studying Cambodian.

4. look cam' eh, kót tesee ey?
(sebot)
baat, kót tesee sebot'n.

Do you remember what she was
writing? (a letter)
Yes, she was writing a letter.

5. look cam' eh, kót aan ey?
(onglee)
baat, kót aan onglee.

Do you remember what she was
reading? (English)
Yes, she was reading English.

6. look cam' eh, kót pàe ey?
(kasaet)
baat, kót pàe kasaet'n.

Do you remember what she was
translating? (magazine)
Yes, she was translating a magazine.

Drill D. Response

MODEL: Teacher: nēnaa' nīw cam? (khñom)

Who still remembers? (me)

Student: baat, khñom' nīw cam.

I still remember.

1. nēnaa' nīw cam? (look Jones)
baat, look Jones' nīw cam.

Who still remembers? (Mr. Jones)
Mr. Jones still remembers.

2. nēnaa' nīw cam? (kañaa vansiì)
baat, kañaa vansiì' nīw cam.

Who still remembers? (Miss Vansy)
Miss Vansy still remembers.

3. nēnaa' nīw cam? (kót)
baat, kót' nīw cam.

Who still remembers? (him)
He still remembers.

4. nēnaa' nīw cam? (yeen tɣ-oh khnia)
baat, yeen tɣ-oh khnia' nīw cam.

Who still remembers? (all of us)
All of us still remember.

5. nēnaa' nīw cam? (look sēy)
baat, look sēy' nīw cam.
6. nēnaa' nīw cam? (look inoh)
baat, look inoh' nīw cam.

Who still remembers? (Madame)
Madame still remembers.

Who still remembers? (that gentleman)
That gentleman still remembers.

Drill E. Positive Response

1. look nīk kheēñ' inīw?
baat, khñom nīk kheēñ' eh.
2. look rien' inīw?
baat, khñom rien' eh.
3. look meel' inīw?
baat, khñom meel' eh.
4. look sdap baan' inīw?
baat, khñom sdap baan' eh.
5. look yúl' inīw?
baat, khñom yúl' eh.
6. look kheēñ' inīw?
baat, khñom kheēñ' eh.
7. look thee' inīw?
baat, khñom thee' eh.
8. look baan' inīw?
baat, khñom baan' eh.

Have you remembered it?
Yes, I have remembered it now.

Have you studied it?
Yes, I have studied it.

Have you looked at it?
Yes, I have looked at it.

Have you understood?
Yes, I have understood.

Do you understand?
Yes, I understand now.

Do you see it yet?
Yes, I see it now.

Have you done it yet?
Yes, I've done it.

Have you gotten it?
Yes, I've got it.

Drill F. Negative Response

1. look nīk kheēñ' inīw?
baat, khñom m tón nīk kheēñ' eh!
2. look rien' inīw?
baat, khñom m tón rien' eh!
3. look meel' inīw?
baat, khñom m tón meel' eh!
4. look sdap baan' inīw?
baat, khñom m tón sdap baan' eh!
5. look yúl' inīw?
baat, khñom m tón yúl' eh?
6. look kheēñ' inīw?
baat, khñom m tón kheēñ' eh!

Have you remembered it?
No, I haven't remembered it yet.

Have you studied it?
No, I haven't studied it yet.

Have you looked at it?
No, I haven't looked at it yet.

Have you understood?
No, I haven't understood yet.

Do you understand?
No, I haven't understood it.

Do you see it yet?
No, I haven't seen it yet.

MODEL: Teacher: look saw ceh ni'yiey
 onglee' teh?
Student: baat, kót ni'yiey onglee
 baan l'oo kuo-som.

Does Mr. Sau know how to
speak English?
Yes, he can speak English
quite well.

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Drill I. Substitution

- | | |
|--|---|
| 1. look coul-cet kót' eh? | Do you like her? |
| 2. look coul-cet <u>kafée</u> ' teh? | Do you like <u>coffee</u> ? |
| 3. look coul-cet <u>rien</u> ' eh? | Do you like <u>to study</u> ? |
| 4. look coul-cet <u>look Smith</u> ' eh? | Do you like <u>Mr. Smith</u> ? |
| 5. look coul-cet <u>ni'yiey khmae</u> ' teh? | Do you like <u>to speak Cambodia</u> ? |
| 6. look coul-cet <u>meel kasaet</u> ' eh? | Do you like <u>to look at magazines</u> ? |
| 7. look coul-cet <u>leen baal</u> ' leh? | Do you like <u>to play ball</u> ? |
| 8. look coul-cet <u>kañaa vansii</u> ' teh? | Do you like <u>Miss Vansy</u> ? |

UNIT 23

BASIC DIALOGUE

look Smith

1. kùosaa lèbòh kañaa nìw mpìñ' ih? Is your family in Phnom Penh?

kañaa vansi

2. caah, kùosaa khñom nìw mpìñ. Yes, my family is in Phnom Penh.

look Smith

3. coh òpuk-medaay kañaa, kót thee ey? And what do your mother and father do?

kañaa vansi

4. caah, paa khñom, kót thee kùu bñien. ma? khñom, kót cia chmòp. My dad is a teacher, and my mom is a midwife.

look Smith

5. kañaa mian bòq-p'oun pemaan né'? How many brothers and sisters do you have?

kañaa vansi

6. caah, khñom mian bòq-p'oun pmpil né'. I have seven brothers and sisters.

look Smith

7. sèy pemaan? pòh pemaan? How many sisters? How many brothers?

kañaa vansi

8. caah, sèy bey né', pòh buon né'. Three sisters and four brothers.

look Smith

9. kañaa cia koun chbòq, meen' eh? You're the oldest, are you?

kañaa vansi

10. caah, m meen' teh! No, I'm not!
khñom cia koun tii-buon! I am the fourth child.

look Smith

11. phtéh kañaa nìw tòq-naa? Where is your house?

kañaa vansi

12. caah, phtéh khñom nìw phlew My house is on Yukanthor Street,
yu'kanthóo, leek mephey-pmpil. No. 27.

13. opuk-medaay kañaa, kót ayu?
pəmaən' eh? look Smith How old are your mother and father?
14. caah, opuk khñom, kót ayu?
hoksep chnam.. medaay khñom,
kót ayu? haasep-pəam chnam. kañaa vansii My father is sixty years old, and my mother is fifty-five years old.
15. soum tooh, bəəŋ-p'oun kañaa,
kee nɿw cemuoɿ khnia tɿ-əh'
aləw? look Smith Excuse me, but are your brothers and sisters all living together now?
16. caah tee! bəəŋ khñom bey
néʔ, kee mian pɔɣy-pepún' eh. kañaa vansii No. Three of my older siblings are married already.
17. kee mian phtéh sebaɣ khluon-aɣ
haey' ih? look Smith They have their own separate households then?
18. caah! khnom haey-nɿŋ p'oun
khñom bey néʔ tiet nɿw cemuoɿ
opuk-medaay khñom. kañaa vansii Yes. Three of my younger brothers and sisters and myself live with our parents.
19. opuk kañaa, kót retraet haey,
meən' eh? look Smith Your father has retired, has he?
20. caah, kót tɛw retraet' eh, ptae
rieəchkaa som oy kót thee kaa
too-tetiet! kañaa vansii Well he should have retired already, but the government asked him to keep on working.
21. khñom soum əə kun kañaa cəən ah. look Smith I want to thank you very much.

DIALOGUE FOR COMPREHENSION

look Smithkaññaa vansi

1. kruosaa reboh kaññaa niw phnum
piñ rih?
2. caah, kruosaa khñom niw phnum
piñ.
3. coh ewpuk-medaay kaññaa, kót
thvée ey?
4. caah, paa khñom kót thvée kruu
boñrien. ma? khñom, kót cia
chmoo.
5. kaññaa mian boñ-p'oun ponmaan né'?
6. caah, khñom mian boñ-p'oun
prampil né'.
7. sreý ponmaan? proh ponmaan?
8. caah, sreý bey né', proh
buon né'.
9. kaññaa cia koun chboñ, meen tee?
10. caah, min meen tee! khñom
cia koun ti-buon!
11. phtéh kaññaa niw troñ-naa?
12. caah, phtéh khñom niw phlew
yukanthóo, leek mephéy-prampil.
13. ewpuk-medaay kaññaa, kót aayu?
ponmaan haey?
14. caah, ewpuk khñom, kót aayu?
hoksep chnam. medaay khñom,
kót aayu? haasep-pram chnam.
15. soum tooh, boñ-p'oun kaññaa, kee
niw cia-muoy téñ-oh eylew?
16. caah tee! boñ khñom bey né',
kee mian pdey-propún haey.
17. kee mian phtéh sombaey khluon-aey
haey rih?
18. caah! khñom haey-niñ p'oun
khñom bey né' tiet niw cia-
muoy ewpuk-medaay khñom.
19. ewpuk kaññaa, kót retraet haey,
meen tee?
20. caah, kót trew retraet haey,
pontae riecchkaa soum aoy
kót thvée kaa too tiw tiet.
21. khñom soum oo kun kaññaa craen nah.

NOTE: Pronouns, Titles and Kinship Terms

In Cambodian, there is a close relationship between personal pronouns and those nouns which represent titles or kinship terms. Most titles can also serve as second and third person pronouns, as you have already seen. Most kinship terms, similarly, can serve as first and second person pronouns (occasionally also third).

Examples:

<u>Titles</u>		<u>Kinship Terms</u>	
look	mister, you, he	paa	father, you, I
look srey	madam, you, she	ma?	mother, you, I
kañña	miss, you, she	koun	child, you, I
nian	child, you, he, she	boon	older sibling, you, I
look kruu	teacher, you, he	p'oun	younger sibling, you, I
ne? kruu	teacher, you, she		

Note that some kinship terms occur in duplicate sets, one member being more formal than the other. In such cases it is the informal member that most often serves as a pronoun.

Examples:

ewpuk	father	medaay	mother
paa	dad (you, I)	ma?	mom (you, I)

Kinship terms, like titles, are frequently compounds:

koun proh	son	boon-p'oun	siblings (olders and youngers)
koun srey	daughter	ewpuk-medaay	parents
boon proh	older brother	pdey-pep'un	husband and wife
p'oun srey	younger sister		

Except for kinship nouns referring to higher generations and marriage relationships, note that the simple Cambodian terms do not specify sex, but the age relationship is of primary importance:

boon	older sibling	koun	child
p'oun	younger sibling		

When the sex of the person is specified, a compound form is used (/boon srey/ 'older sister,' etc.) for the noun, but the whole compound is seldom used as a pronoun.

In third-person situations, the kinship term is most often a noun (simple or compound) modified by a pronoun indicating the person to whom the relationship is pertinent. (Note that the more formal terms are used in when speaking about other peoples' relatives, the less formal ones when speaking about ones own relatives).

paa khñom	my dad	ewpuk-medaay look	your parents
-----------	--------	-------------------	--------------

It remains for us to list those items which are pronouns only (i.e. neither titles nor kinship terms). There are only a few of these in Cambodian, and none at all for the second person (except in extremely familiar styles of address).

Examples:	khñom	I	kót	he, she, they
	yeeŋ	we	kee	one; he, she, they
			via	it; he, she, they

Of the three third person pronouns, /kót/ is the most respectful; /kee/ is impersonal, and less respectful when applied to specific persons; and /via/, the usual word for animals and inanimate objects, is definitely disrespectful when applied to persons. All three, besides filling the usual positions of nouns and pronouns (subject, object, possessive construction, etc.) quite frequently occur between the subject and predicate, where they serve to reinforce the identity of the subject. (This construction is not, however, considered 'bad grammar,' as it is in English.)

Examples: booŋ proh khñom, kót cia kruu baŋrien.
 'My older brother, he's a teacher.'
 p'oun srey khñom, kee thvée kaa nŋw srok amerik.
 'My younger sister, she works in America.'
 koun khñom, via min thvée kaa tee.
 'My child, (it) doesn't work.'

(For this use of /kee/ and /kót/, see also drills F, G, H, and I)

NEW VOCABULARY: The Numeral System

You have already had the numbers 1-19 (see New Vocabulary, Unit 11). The rest of the Cambodian numerals are quite regular, and predictable once you have mastered the remainder of the vocabulary items and the system itself.

<u>20-90</u>		<u>Higher Numbers</u>	
mephey	20	meróoy	100
saamsep	30	pŋi róoy	200
saetsep	40	mepón	1,000
haasep	50	bey pón	3,000
hoksep	60	memein	10,000
cetsep	70	buon mein	40,000
paetsep	80	mesaen	100,000
kawsep	90	pram saen	500,000
		melian	1,000,000
		pmmuoy lian	6,000,000

Complex higher numbers are constructed by starting with the highest units or their multiples (right column) and simply adding each unit or multiple of lower denomination in turn. Note only that when the higher unit is 'one', the 'one' is always represented, by /me/ (/muoy/).

Example: mepón pmbuon róoy hoksep-pram '1965'

DRILLS

Drill A. Substitution

- | | |
|---|--|
| 1. kùosaa leboh kaffaa nìw mpifí!? | Is your family in Phnom Penh, <u>miss</u> ? |
| 2. kùosaa leboh <u>look sêy</u> nìw mpifí!? | Is your family in Phnom Penh, <u>m'am</u> ? |
| 3. kùosaa leboh <u>look</u> nìw mpifí!? | Is your family in Phnom Penh, <u>sir</u> ? |
| 4. kùosaa leboh <u>look kùu</u> nìw mpifí!? | Is your family in Phnom Penh, <u>teacher</u> ? |
| 5. kùosaa leboh <u>nian</u> nìw mpifí!? | Is your family in Phnom Penh, <u>miss</u> ? |
| 6. kùosaa leboh <u>vansii</u> nìw mpifí!? | Is your family in Phnom Penh, <u>Vansy</u> ? |
| 7. kùosaa leboh <u>look tñ-oh khnia</u> nìw mpifí!? | Are <u>all of your</u> families in Phnom Penh? |

Drill B. Substitution

- | | |
|---|--|
| 1. coh medaay look, kót nìw-inaa? | And your mother, where is she? |
| 2. coh <u>opuk</u> look, kót nìw inaa? | And your <u>father</u> , where is he? |
| 3. coh <u>boon</u> look, kót nìw inaa? | And your <u>older siblings</u> , where are they? |
| 4. coh <u>p'oun</u> look, kót nìw inaa? | And your <u>younger siblings</u> , where are they? |
| 5. coh <u>opuk-medaay</u> look, kót nìw inaa? | And your <u>parents</u> , where are they? |
| 6. coh <u>boon-p'oun</u> look, kót nìw inaa? | And your <u>brothers and sisters</u> , where are they? |

Drill C. Positive Response

- | | |
|---|--|
| 1. kùosaa leboh kaffaa nìw mpifí!? | Your family is in Phnom Penh? |
| caah, kùosaa leboh khñom nìw mpifí. | Yes, my family is in Phnom Penh. |
| 2. kùosaa leboh look sêy nìw vaasentaon!? | Your family is in Washington? |
| caah, kùosaa leboh khñom nìw vaasentaon. | Yes, my family is in Washington. |
| 3. kùosaa leboh look nìw sòk khmae!? | Your family is in Cambodia? |
| baat, kùosaa leboh khñom nìw sòk khmae. | Yes, my family is in Cambodia. |
| 4. kùosaa leboh kót nìw sòk amerik' ih? | His family is in America? |
| baat, kùosaa leboh kót nìw sòk amerik'ñ. | Yes, his family is in America. |
| 5. opuk-medaay look nìw phlew yu'kanthóo!? | Your parents are on Yukanthor Street? |
| baat, opuk-medaay khñom nìw phlew yu'kanthóo. | Yes, my parents are on Yukanthor Street. |

- | | |
|---------------------------------------|---|
| 6. ɔpuk-medaay kaŋaa niw pariɪ!? | Your parents are in Paris? |
| caah, ɔpuk-medaay khŋom niw pariɪ. | Yes, my parents are in Paris. |
| 7. boɔŋ-pʰoun kaŋaa niw sòk nih!? | Your brothers and sisters are in this country? |
| caah, boɔŋ-pʰoun khŋom niw sòk nih'ŋ. | Yes, my brothers and sisters are in this country. |

Drill D. Negative Response

- | | |
|--|-----------------------------------|
| MODEL: Teacher: kùosaa kaŋaa niw pariɪ!? | Your family is in Paris? |
| (tee, vaasentaon) | (No, Washington) |
| Student: tee, kùosaa khŋom niw vaasentaon. | No, my family is in Washington. |
| 1. kùosaa kaŋaa niw vaasentaon!? | Your family is in Washington? |
| (tee, mpiŋ) | (No, Phnom Penh) |
| tee, kùosaa khŋom niw mpiŋ. | No, my family is in Phnom Penh. |
| 2. kùosaa kaŋaa niw sòk khmaɛ!? | Your family is in Cambodia? |
| (tee, sòk amerik) | (No, America) |
| tee, kùosaa khŋom niw sòk amerik'ŋ. | No, my family is in America. |
| 3. kùosaa kaŋaa niw pariɪ!? | Your family is in Paris? |
| (tee, mpiŋ) | (No, Phnom Penh) |
| tee, kùosaa khŋom niw mpiŋ. | No, my family is in Phnom Penh. |
| 4. kùosaa kaŋaa niw sòk amerik' ih? | Your family is in America? |
| (tee, sòk khmaɛ) | (No, Cambodia) |
| tee, kùosaa khŋom niw sòk.khmaɛ. | No, my family is in Cambodia. |
| 5. kùosaa kaŋaa niw sòk khmaɛ!? | Your family is in Cambodia? |
| (tee, sòk nih) | (No, this country) |
| tee, kùosaa khŋom niw sòk nih'ŋ. | No, my family is in this country. |
| 6. kùosaa kaŋaa niw sòk nih' ih? | Your family is in this country? |
| (tee, sòk khmaɛ) | (No, Cambodia) |
| tee, kùosaa khŋom niw sòk khmaɛ. | No, my family is in Cambodia. |

Drill E. Response

- | | |
|--|----------------------------------|
| MODEL: Teacher: kaŋaa mian boɔŋ pemaan né? | How many older siblings do |
| (pram) | you have? (five) |
| Student: caah, khŋom mian boɔŋ pram né?. I have five older siblings. | |
| 1. kaŋaa mian pʰoun pemaan né?? | How many younger siblings do you |
| (bey) | have? (three) |
| caah, khŋom mian pʰoun bey né?. I have three younger siblings. | |

- | | |
|---|--------------------------------------|
| 2. kañaa mian boəŋ-p'oun pemaan né'? | How many brothers and sisters do |
| (pmbeŋ) | you have? (eight) |
| caah, khñom mian boəŋ-p'oun pmbeŋ né'? | I have eight brothers and sisters. |
| 3. kañaa mian koun pemaan né'? | How many children do you have? |
| (pii) | (two) |
| caah, khñom mian koun pii né'. | I have two children. |
| 4. kañaa mian koun proh pemaan né'? | How many sons do you have? |
| (mené') | (one) |
| caah, khñom mian koun proh mené'. | I have one son. |
| 5. kañaa mian koun sreŋ pemaan né'? | How many daughters do you have? |
| (mené') | (one) |
| caah, khñom mian koun sreŋ mené'. | I have one daughter. |
| 6. kañaa mian boəŋ-p'oun proh pemaan né'? | How many brothers do you have? |
| (bey) | (three) |
| caah, khñom mian boəŋ-p'oun proh bey né'. | I have three brothers. |
| 7. kañaa mian boəŋ-p'oun sreŋ pemaan né'? | How many sisters do you have? |
| (buon) | (four) |
| caah, khñom mian boəŋ-p'oun sreŋ né'? | I have four sisters. |
| buon né'? | |
| 8. kañaa mian boəŋ pemaan né'? | How many older siblings do you have? |
| (khmian soh, cia koun chboəŋ) | (none at all, I'm the oldest) |
| caah, khñom khmian boəŋ soh. khñom | I don't have any older siblings |
| cia koun chboəŋ! | at all, I am the oldest child. |

Drill F. Response

- | | |
|---------------------------------------|----------------------------------|
| MODEL. Teacher. opuk kañaa, kót ayu? | How old is your father? |
| pemaan' eh? (haasep) | (fifty) |
| Student. caah, opuk khñom, kót ayu? | My father is fifty years |
| haasep chnam' eh. | old. |
| 1. mēdaay kañaa, kót ayu? pemaan' eh? | How old is your mother? |
| (saesep) | (forty) |
| caah, mēdaay khñom, kót ayu? saesep | My mother is forty years old. |
| chnam' eh. | |
| 2. p'oun kañaa, kee ayu? pemaan' eh? | How old is your younger sibling? |
| (dop) | (ten) |
| caah, p'oun khñom, kee ayu? dop | My younger sibling is ten years |
| chnam' eh. | old. |

- | | |
|--|--|
| 3. booj kaŋaa, kót ayu? pemaan' eh?
(mephey pram)
caah, booj khñom kót ayu? mephey
pram chnam' eh. | How old is your older sibling?
(twenty-five)
My older sibling is twenty-five
years old. |
| 4. booj srɛy kaŋaa, kót ayu? pemaan' eh.
(mephey bɛy)
caah, booj srɛy khñom, kót ayu? mephe
mephey bɛy chnam' eh. | How old is your older sister?
(twenty-three)
My older sister is twenty-three
years old. |
| 5. booj proh kaŋaa, kót ayu? pemaan'
eh? (mephey pmbɛy)
caah, booj proh khñom, kót ayu?
mephey pmbɛy chnam' eh. | How old is your older brother?
(twenty-eight)
My older brother is twenty-eight
years old. |
| 6. p'oun srɛy kaŋaa, kee ayu? pemaan' eh?
(pɛam-ndop)
caah, p'oun srɛy khñom, kee ayu?
pɛam-ndop chnam' eh. | How old is your younger sister?
(fifteen)
My younger sister is fifteen
years old. |
| 7. p'oun proh kaŋaa, kee ayu? pemaan'
eh? (pmbɛy)
caah, p'oun proh khñom, kee ayu?
pmbɛy chnam' eh. | How old is your younger brother?
(eight)
My younger brother is eight years
old. |

Drill G. Positive Response

- | | |
|--|---|
| 1. opuk-medaay kaŋaa nɪw cɛmuoy khnia!?
caah, opuk-medaay khñom, kót nɪw
cɛmuoy khnia. | Are your parents still together?
Yes, my parents are still together. |
| 2. booj-p'oun kaŋaa nɪw cɛmuoy khnia!?

caah, booj-p'oun khñom, kót nɪw
cɛmuoy khnia. | Are your brothers and sisters
still together?
Yes, my brothers and sisters are
still together. |
| 3. kaŋaa nɪŋ medaay kaŋaa nɪw cɛmuoy
khnia!?
caah, khñom nɪŋ medaay khñom nɪw
cɛmuoy khnia. | Are you and your mother still
together?
Yes, my mother and I are still
together. |
| 4. kaŋaa nɪŋ opuk kaŋaa nɪw cɛmuoy
khnia!?
caah, khñom nɪŋ opuk khñom nɪw
cɛmuoy khnia. | Are you and your father still
together?
Yes, my father and I are still
together. |

5. kafiāa nīŋ p'oun kafiāa nīw cemuoy
khniaj?

caah, khñom nīŋ p'oun khñom nīw
cemuoy khnia.

Are you and your younger siblings
still together?

Yes, my younger siblings and I
are still together.

6. kafiāa nīŋ bōŋ kafiāa nīw cemuoy
khniaj?

caah, khñom nīŋ bōŋ khñom nīw
cemuoy khnia.

Are you and your older siblings
still together?

Yes, my older siblings and I are
still together.

Drill H. Negative Response

MODEL: Teacher: bōŋ-p'oun look nīw
cemuoy khnia tŋ-oh'
alew?
(baat tee, mian phtéh
sombaeŋ khluon-aeŋ' eh)

Are your brothers and
sisters all together
now?
(No, they have their own
separate households)

Student: baat tee, bōŋ-p'oun khñom,
kee mian phtéh sebaeŋ
khluon-aeŋ' eh.

No, my brothers and sisters
have their own separate
households now.

1. bōŋ-p'oun look nīw cemuoy tŋ-oh'
alew?
(baat tee, bey né' mian pdéy-pepún'
eh)
baat tee, bōŋ-p'oun khñom bey né',
kee mian pdéy-pepún' eh.

Are all your brothers and sisters
together now?
(No, three of them are married
already)

No, three of my brothers and
sisters are already married.

2. bōŋ-p'oun look nīw cemuoy khnia
tŋ-oh' alew?
(baat tee, tae p'oun buon né' ' teh)
baat tee, tae p'oun khñom buon né' '
teh, nīw cemuoy khnia.

Are all your brothers and sisters
together now?

(No, only four younger siblings)

No, only four of my younger siblings
are together.

3. bōŋ-p'oun look nīw cemuoy khnia
tŋ-oh' alew?
(baat tee, bōŋ mené' mian pepún'
eh)
baat tee, bōŋ khñom mené' mian
pepún' eh.

Are all your brothers and sisters
together now?

(No, one oldest brother has a
wife now)

No, one of my older brothers has
a wife now.

4. bōŋ-p'oun look nīw cemuoy khnia
tŋ-oh' alew?
(baat tee, p'oun pii né' mian
pdéy' eh)
baat tee, p'oun khñom pii né' mian
pdéy' eh.

Are all your brothers and sisters
together now?

(No, two younger sisters have
husbands already)

No, two of my younger sisters
have husbands already.

Drill I. Multiple Substitution

1. paa khñom, kót thee kùu bñien.
2. boong khñom, kót thee kùu bñien.
3. boong khñom, kót cia anu?pún nìw
ambasaat khmae.
4. p?oun khñom, kee cia anu?pún nìw
ambasaat khmae.
5. p?oun khñom, kee thee kaa nìw
kesuon kaa-booretch.
6. p?oun khñom, kee cia chmooop.
7. ma? khñom, kót cia chmooop.
8. ma? khñom, kót retract haey.
9. paa khñom, kót retract haey.
10. paa khñom, kót thee kùu bñien.

My dad is a teacher.
My older brother is a teacher.
 My older brother is an attaché
in the Cambodian Embassy.
My younger brother is an attaché
 in the Cambodian Embassy.
 My younger brother works in the
Ministry of Foreign Affairs.
 My younger sister is a midwife.
My mom is a midwife.
 My mom has retired.
My dad has retired.
 My dad is a teacher.

Drill J. Expansion

1. phlew yu?kanthóo.
2. nìw phlew yu?kanthóo.
3. khñom nìw phlew yu?kanthóo.
4. khñom nìw phlew yu?kanthóo,
leek mephey pmpil.
5. phtéh khñom nìw phlew yu?kanthóo,
leek mephey pmpil.
6. phtéh khñom nìw phnum piñ, phlew
yu?kanthóo, leek mephey pmpil.
7. caah, phtéh khñom nìw phnum piñ,
phlew yu?kanthóo, leek mephey
pmpil.

Yukanthor Street.
On Yukanthor Street.
I am on Yukanthor Street.
 I am on Yukanthor Street, Number
27.
 My house is on Yukanthor Street,
 Number 27.
 My house is in Phnom Penh,
 Number 27.
Yes, my house is in Phnom Penh,
 Yukanthor Street, Number 27.

Drill K. Reduction

1. caah, phtéh khñom nìw phnum piñ,
phlew yu?kanthóo, leek mephey
pmpil.
2. caah, phtéh nìw phnum piñ, phlew
yu?kanthóo, leek mephey pmpil.
3. caah, phtéh nìw phnum piñ, phlew
yu?kanthóo.
4. caah, phtéh nìw phnum piñ.
5. caah, nìw phnum piñ.
6. nìw phnum piñ.
7. phnum piñ.

Yes, my house is in Phnom Penh,
 Yukanthor Street, Number 27.
 Yes, the house is in Phnom Penh,
 Yukanthor Street, Number 27.
 Yes, the house is in Phnom Penh,
Yukanthor Street.
 Yes, the house is in Phnom Penh.
Yes, it's in Phnom Penh.
It's in Phnom Penh.
 Phnom Penh.

UNIT 24

BASIC DIALOGUE

Sok

1. look chmúh ey?

What's your name?

Paul

2. khñom chmúh pool.

My name is Paul.

Sok

3. look thee kaa ey?

What's your job?

Paul4. baat, khñom thee kaa niw kesuonj
khoosenaakaa ameri'kañ.I work at the American Information
Service.Sok5. coh look inoh, thee kaa
niw-inaa' deh?And you over there sir, where
do you work?James6. baat, khñom thee kaa niw
ambasaat ameri'kañ.

I work at the American Embassy.

Sok

7. look ñceefñ medol mpiñ pii ñkaal?

When did you arrive in Phnom Penh?

James8. baat, khñom medol mpiñ cit
mekhae' eh.I arrived in Phnom Penh almost
a month ago.Sok

9. alew look somna?-aseay niw-inaa?

Where are you staying now?

James10. ou, khñom niw otael cemuooy
look pool.

Oh, I'm in the hotel with Paul.

Sok

11. otael naa?

Which hotel?

James

12. baat, otael róoyal.

The Hotel Royale.

Sok

13. coh look pesaa baay niw-inaa?

And where do you eat?

Paul

14. baat, khñom ñam baay niw khnoŋ
otael niŋ dae.
kee mian mehoup khmae chñañ' ah.

I eat right in the hotel.
They have very delicious Cambodian food.

Sok

15. baat, meen' eh.
khñom thlóp tiw ñam baay niw
kelaen nuh pii-bey dooŋ' deh.

Yes, that's right.
I have gone to eat there two or three times myself.

Paul

16. nih cia otael l'oo ciaŋ kee
bŋ-oh, taam khñom smaen.

This is the best hotel of all,
I believe.

Sok

17. baat, pekot' eh.

Yes, that's right.

James

18. coh phtéh look' niw tòn-naa?

And where is your house?

Sok

19. baat, phtéh khñom leek mehooy
mephey, mehaa-vithey monivúŋ.

My house is Number 120,
Monivong Avenue.

James

20. ñceŋ m chñaay pemaan pii
kelaen khñom niw' deh.

Then it's not too far from where
I live.

DIALOGUE FOR COMPREHENSION

SokPaul, James

- | | |
|---|---|
| 1. look chmúh ey? | 2. khñom chmúh pool. |
| 3. look thvée kaa ovey? | 4. baat, khñom thvée kaa niw krosuon
khoosenaakaa ameri'kaŋ. |
| 5. coh look aenoh, thvée kaa niw-aenaa
dae? | 6. baat, khñom thvée kaa niw
ambasaat ameri'kaŋ. |
| 7. look oficeañ móo' dol phnum piñ
pii oŋkaal? | 8. baat, khñom móo' dol phnum piñ
cit mekhæ haey. |
| 9. eylew look somna' aasraay niw-aenaa? | 10. ou, khñom niw outaël cia-muoy
look pool. |
| 11. outaël naa? | 12. baat, outaël róoyal. |

13. coh look piisaa baay niw-asnaa?
 14. baat, khñom ñam baay niw khnoñ
 outael niñ, dae.
 kee mian mēhoup khmae chñañ nah.
15. baat, meen haey.
 khñom thlóp tiw ñam baay niw kōnlaeñ
 nuh pii-bey dōoñ dae.
16. nih cia outael l'oo ciañ kee
 bōñ-oh, taam khñom smaam.
17. baat, prakot haey.
18. coh phtéh look niw trōñ-naa?
19. baat, phtéh khñom leek meróoy mēphey,
 mohaa-vithey móoniivúñ.
20. ēñceñ min chñaay ponmaan pii
 kōnlaeñ khñom niw dae.

NOTE. Polite Expressions

We have already seen how levels of politeness are reflected in the use of pronouns and kinship terminology (Note, Unit 23). In Cambodian, as in many other languages, different levels of politeness are also reflected in the selection among vocabulary items of other kinds having virtually the same meaning-- e.g. objects, persons, and activities. Most English examples of this type are in the realm of taboo, or near-taboo, concepts ('spit' vs. 'expectorate,' 'sweat' vs. 'perspire'), but there are plenty of cases outside this area as well: 'house' vs. 'residence,' 'live' vs. 'reside,' 'boss', vs. 'supervisor,' and 'buy' vs. 'purchase.'

Cambodian examples of this kind are frequently found in reference to commonplace activities such as eating, sleeping, and moving from place to place:

sii baay	to eat (crude)	niw	to be located, stay (in a place)
ñam baay	to eat (familiar)	rúh niw	to live (in a place)
tetuol-tian baay	to eat (impersonal)	somna?-aséay niw	to reside (more hono- rific than first two)
pesaa baay	to eat (polite)	deek	to sleep (ordinary)
aséay (asraay) baay	to take meals (formal)	tetuol-tian dmneek	to sleep (honorific)

There are special sets of terms, even more honorific than any above, applied to the activities and appurtenances of priests, and still others applied to royalty. Without going into this specialized vocabulary, we can state the difference between English and Cambodian levels of politeness most simply in this way: in English, the essential factor is the relationship between the speaker and his audience; in Cambodian, it is the relation between the persons talked about and their activities-- i.e. subject and predicate-- that counts. For example, all four of the sentences below are possible in English:

- | | |
|----------------------------------|---|
| a) I eat dinner at the
hotel. | c) The teacher eats dinner at the
hotel. |
| b) I dine at the hotel. | d) The teacher dines at the hotel. |

The closest Cambodian equivalents of the sentences would be something like the following:

- a) khñom ñam baay niw otael. *c) look kruu ñam baay niw otael.
 *b) khñom pesaa baay niw otael. d) look kruu pesaa baay niw otael.

Sentences b) and c) are marked with an asterisk, because they are of rare occurrence-- b) is nearly impossible. The explanation is that /pesaa/ 'eat' is too honorific a verb for a lowly person such as /khñom/ 'I', while /ñam/ 'eat' is too familiar a verb to be associated with a respected person such as a teacher.

There are no special verbs of motion reflecting a comparable difference of politeness in Cambodian, but the distinction is made between ordinary motion and motion on the part of a respected person by the use of a special pre-verbal modifier /ñiceñ/ (/ɔñiceñ/). This item occurs directly before the verb of motion; other pre-verbal modifiers precede it.

Examples:	khñom tiw.	I'm going.
	look ñiceñ tiw.	You're going.
	kee móo?	They're coming.
	look sây ñiceñ móo?	She's (you're) coming.
	khñom thlóp tiw.	I have been there.
	look thlóp ñiceñ tiw.	You have been there.

(The pre-verbal modifier /thlóp/ means 'at least once in the past; have.... (done, been, or gone)')

Since you will find this same item /ñiceñ/ as a main verb meaning 'invite,' with a direct object (Unit 28), it is important to distinguish its honorific use-- especially so because the latter is not translatable into English (except by some device as adding 'sir' or 'ma'am' to the whole sentence). In Drill I, below, you will be asked to insert the item in appropriate sentences containing verbs of motion.

NEW VOCABULARY

1) Times of Day

thay	daytime
yúp	nighttime
pèk (prek)	morning
thay tòj (troj)	noon
asiel (róosiel)	afternoon
lejiec	evening
atiet (aatriet)	night

2) Days of Week

(thay-) atit (aatit)	Sunday
(thay-) can	Monday
(thay-) xkia (ɔxkia)	Tuesday
(thay-) put	Wednesday
(thay-) pehóh (prohóh)	Thursday
(thay-) sok	Friday
(thay-) saw	Saturday

3) Other Calendar and Time Terms

chnam	year	mechnam	one year
khæ	month	mekhæ	one month
atit (aatit)	week	me-atit	one week
thay	day	methay, meray	one day

dooŋ	time (occurrence)	mēdooŋ	once
peel	time (general)	mēdooŋ-pīi	once or twice
ŋkaal (oŋkaal)	when (usually future)	pīi-bey dooŋ	two or three times
pīi ŋkaal	when, since when (past)		

4) Places

kəlaeŋ (kənləeŋ)	place	otaēl (outaēl, houtaēl)	hotel
tōŋ (trəŋ)	spot	poh	post-office
phtēh	house (small place of business)	vēŋ	palace
haaŋ	shop (larger place of business)	gēa, gaa	r.r. station
salaa	hall	salaa rien	school
phtēh baay, haaŋ baay	restaurant		

5) Proper Names

rōoyal	Royale (Hotel)	la-tavén	La Taverne (Restaurant)
pēti trikotēñ	Petit Tricotin (Restaurant)	vial vūŋ	Vealvong (suburb)
enténasyonal	International (Hotel)	oŋkōo	Angkor (Hotel) (also name of old capital)

DRILLS

Drill A. Substitution

1. look theə kaa ey?	What is your job?
2. look theə kaa <u>nīw-inaa?</u>	<u>Where</u> do you work?
3. look theə kaa <u>nīw tōŋ-naa?</u>	<u>At what place</u> do you work?
4. look theə kaa <u>cemuoy nēnaa?</u>	<u>Who</u> do you work <u>with</u> ?
5. look theə kaa <u>thəy naa-khlah?</u>	<u>What days</u> do you work?
6. look theə kaa <u>pēmaan khaē haey?</u>	<u>How many months</u> have you worked?
7. look theə kaa <u>yup rīi thəy?</u>	Do you work <u>nights or days</u> ?
8. look theə kaa <u>sūol rīi pēbaa'?</u>	Is your work <u>easy or hard</u> ?

Drill B. Response

1. look theə kaa ey? (kūu bŋien) khñom theə kūu bŋien.	What is your job? (teacher) I am a teacher.
2. look theə kaa <u>nīw-inaa?</u> (ambasaat ameri'kaŋ) khñom theə kaa <u>nīw ambasaat ameri'kaŋ.</u>	Where do you work? (American Embassy) I work at the American Embassy.

- | | |
|---|---|
| 3. look thee kaa niw tɔŋ-naa?
(cit poh)
khñom thee kaa niw cit poh'ŋ. | At what place do you work?
(near the Post Office)
I work near the Post Office. |
| 4. look thee kaa cemuoy nənaa?
(pəpún look pool)
khñom thee kaa cemuoy pəpún look pool. | Who do you work with?
(Paul's wife)
I work with Paul's wife. |
| 5. look thee kaa pəmaan khaɛ' əh?
(pəam-ndɔp khaɛ' əh)
khñom thee kaa pəam-ndɔp khaɛ' əh. | How many months have you been
working? (15 months)
I've been working for 15 months. |
| 6. look thee kaa thɔay naa-khləh?
(thɔay saw nŋ thɔay can)
khñom thee kaa thɔay saw nŋ thɔay can. | Which days do you work?
(Saturday and Sunday)
I work Staurdays and Sundays. |
| 7. look thee kaa yup rii thɔay?
(yup)
khñom thee kaa yup'm. | Do you work nights or days?
(nights)
I work nights. |
| 8. look thee kaa sùol rii pəbaa'ʔ?
(suol tee!)
khñom thee kaa sùol' əh! | Is your work easy or hard?
(easy!)
My work is easy! |

Drill C. Negative Response

- | | |
|---|---|
| 1. look thee kùu bŋien' ih? (tee, təhian)
tee, khñom thee təhian. | Are you a teacher? (No, soldier)
No, I am a soldier. |
| 2. look thee kaa niw ambasaat' ih?
(tee, ɔtaɛl rooyal)
tee, khñom thee kaa niw ɔtaɛl róoyal. | Do you work at the Embassy?
(No, Hotel Royale)
No, I work at the Hotel Royale. |
| 3. look thee kaa niw cit véŋ' ih?
(tee, niw cit géa)
tee, khñom thee kaa niw cit géa. | Do you work near the Palace?
(No, near the railroad station)
No, I work near the railroad
station. |
| 4. look thee kaa thɔay sok nŋ thɔay
atit' ih? (tee, thɔay put nŋ saw)
tee, khñom thee kaa thɔay put nŋ saw. | Do you work Fridays and Sundays?
(No, Wednesdays and Saturdays)
No, I work Wednesdays and Saturdays. |
| 5. look thee kaa yup' ih? (tee, thɔay)
tee, khñom thee kaa thɔay. | Do you work nights? (No, days)
No, I work days. |

Drill D. Substitution

- | | |
|--|--|
| 1. alew look sɔmnap-asəay niw-inaa? | Where are you staying now? |
| 2. alew look <u>fiam baay</u> niw-inaa? | Where do you <u>eat</u> now? |
| 3. alew look <u>thee kaa</u> niw-inaa? | Where do you <u>work</u> now? |
| 4. alew look <u>tɔw</u> niw inaa? | Where are you going to <u>go</u> now? |
| 5. alew look <u>asəay baay</u> niw-inaa? | Where do you <u>take your meals</u> now? |

6. alew look mian phtéh nîw-inaa?
7. alew look pesaa baay nîw-inaa?
8. alew look rien nîw-inaa?

Where do you have your house now?
 Where do you eat now?
 Where do you study now?

Drill E. Response

1. alew look somna?-asèay nîw-inaa?
 (otael róoyal)
 baat, khñom somna?-asèay nîw otael
 róoyal.

Where are you staying now?
 (Hotel Royale)
 I am staying at the Hotel Royale.

2. alew look fiam baay nîw-inaa?
 (petii trikoteñ)
 baat, khñom fiam baay nîw petii
 trikoteñ.

Where do you eat now?
 (Petit Tricotin)
 I eat at the Petit Tricotin.

3. alew look thee kaa nîw-inaa?
 (ambasaat yuon)
 baat, khñom thee kaa nîw ambasaat
 yuon.

Where are you working now?
 (the Vietnamese Embassy)
 I am working at the Vietnamese
 Embassy.

4. alew look tiw nîw' inaa?
 (otael enténasyonal)
 baat, khñom tiw nîw otael
 enténasyonal.

Where are you going to go now?
 (Hotel International)
 I am going to go to the Hotel
 International.

5. alew look asèay baay nîw-inaa?
 (la-tavén)
 baat, khñom asèay baay nîw la-tavén.

Where do you take your meals now?
 (La Taverne)
 I take my meals at La Taverne.

6. alew look mian phtéh nîw-inaa?
 (vial vún)
 baat, khñom mian phtéh nîw vial vún.

Where do you have your house now?
 (Véalvong)
 I have my house at Véalvong.

7. alew look pesaa baay nîw-inaa?
 (otael ɔŋkoo)
 baat, khñom fiam baay nîw otael ɔŋkoo.

Where do you eat now?
 (Hotel Angkor)
 I eat at the Hotel Angkor.

8. alew look rien nîw-inaa? (F.S.I.)
 baat, khñom rien nîw F.S.I.

Where are you studying now? (F.S.I.)
 Yes, I'm studying at F.S.I.

Drill F. Response

1. look medol pii ŋkaal?
 (cit mekhae' eh)
 khñom medol cit mekhae' eh.
2. look tiw dol ŋkaal? (khae kòoy)
 khñom tiw dol khae kòoy.

When did you arrive?
 (almost a month ago)
 I arrived almost a month ago.
 When will you get there? (next month)
 I'll get there next month.

- | | |
|---|--|
| 3. look móo? víñ ñkaal?
(atít kòoy)
khñom móo? víñ atít kòoy. | When are you coming back?
(next Sunday)
I'm coming back next Sunday. |
| 4. look tiw víñ ñkaal? (thgay saamsep)
khñom tiw víñ thgay saamsep. | When are you going back? (the 30th)
I'm going back on the 30th. |
| 5. look coul rien ñkaal?
(thgay can nih)
khñom coul rien thgay can nih. | When do you start studying?
(this Monday)
I start studying this Monday. |
| 6. look tiw sòk khmae ñkaal?
(chnam kòoy)
khñom tiw sòk khmae chnam kòoy. | When will you go to Cambodia?
(next year)
I'm going to Cambodia next year. |
| 7. look móo? leej khñom ñkaal?
(khae kòoy)
khñom meleej look khae kòoy. | When are you coming to visit me?
(next month)
I'll come to visit you next month. |

Drill G. Response

- | | |
|---|---|
| 1. look niw otael cemuoy nēnaa?
(look pool)
khñom niw otael cemuoy look pool. | Who are you staying in the hotel
with? (Paul)
I'm staying in the hotel with Paul. |
| 2. look pēsaa baay cemuoy nēnaa?
(pēpun khñom)
khñom fiam baay cemuoy pēpūn khñom. | Who do you eat meals with?
(my wife)
I eat meals with my wife. |
| 3. look rien cemuoy nēnaa? (look Jones)
khñom rien cemuoy look Jones. | Who do you study with? (Mr. Jones)
I study with Mr. Jones. |
| 4. look ficeēñ tiw salaa rien cemuoy
nēnaa? (look smith)
khñom tiw salaa rien cemuoy look
smith. | Who do you go to school with?
(Mr. Smith)
I go to school with Mr. Smith. |
| 5. look pesaa baay cemuoy nēnaa?
(kañaa vansii)
khñom fiam baay cemuoy kañaa vansii. | Who do you eat meals with?
(Miss Vansy)
I eat meals with Miss Vansy. |
| 6. look thee kaa cemuoy nēnaa?
(p'oun khñom)
khñom thee kaa cemuoy p'oun khñom. | Who do you work with?
(my younger brother)
I work with my younger brother. |

Drill H. Substitution

- | | |
|--|-----------------------------------|
| 1. khñom meḍol pii thḡay atit mun. | I arrived last Sunday. |
| 2. khñom meḍol pii thḡay <u>can</u> mun. | I arrived last <u>Monday</u> . |
| 3. khñom meḍol pii thḡay <u>ḡkḡa</u> mun. | I arrived last <u>Tuesday</u> . |
| 4. khñom meḍol pii thḡay <u>put</u> mun. | I arrived last <u>Wednesday</u> . |
| 5. khñom meḍol pii thḡay <u>pehóh</u> mun. | I arrived last <u>Thursday</u> . |
| 6. khñom meḍol pii thḡay <u>sok</u> mun. | I arrived last <u>Friday</u> . |
| 7. khñom meḍol pii thḡay <u>saw</u> mun. | I arrived last <u>Saturday</u> . |
| 8. khñom meḍol pii thḡay <u>atit</u> mun. | I arrived last <u>Sunday</u> . |

Drill I. Transformation

- | | |
|--|---|
| MODEL: Teacher: khñom móo ḍol phnum piñ
cit mekhae' eh.
(ñiceeñ móo) | I arrived in Phnom Penh
almost a month ago.
((you) arrived) |
| Student: look ñiceeñ móo ḍol phnum
piñ cit mekhae' eh,
meen' eh? | You arrived in Phnom Penh
almost a month ago,
didn't you? |
| 1. khñom nḡw otael róoyal.
(somna?-asèay nḡw)
look somna?-asèay nḡw otael róoyal,
meen' eh? | I'm at the Hotel Royale.
(staying at)
You're staying at the Hotel
Royale, aren't you? |
| 2. khñom ñam baay nḡw khnoḡ otael
nḡḡ' deh. (pesaa baay)
look pesaa baay nḡw khnoḡ otael
nḡḡ' dae, meen' eh? | I eat at that hotel too.
((you) eat)
You eat at that hotel too,
don't you? |
| 3. thḡay put, khñom tiw leenḡ phtéh
look smith. (ñiceeñ tiw)
thḡay put, look ñiceeñ tiw leenḡ
phtéh look smith, meen' eh? | On Wednesday, I'm going to go
visit Mr. Smith. ((you) go)
On Wednesday, you're going to
visit Mr. Smith, aren't you? |
| 4. khñom thlóp tiw ñam baay nḡw kelaenḡ
nuh pii-bey ḍoenḡ' deh.
(ñiceeñ tiw pesaa)
look thlóp ñiceeñ tiw pesaa baay nḡw
kelaenḡ nuh pii-bey ḍoenḡ' dae, meen'
eh? | I have been to eat at that place
two or three times myself.
((you) go to eat)
You have been to eat at that
place two or three times
yourself, haven't you? |

Drill J. Multiple Substitution

- | | |
|--|--|
| 1. khñom thlóp tɿw ñam baay nɿw kelaɛŋ
nuh pii-bey dɔɔŋ' deh. | I have been to eat at that place
two or three times myself. |
| 2. khñom thlóp thee kaa nɿw kelaɛŋ nuh
pii-bey dɔɔŋ' deh. | I have <u>worked</u> at that place two
or three times myself. |
| 3. khñom thlóp thee kaa <u>nɿw tɔŋ nuh</u>
pii-bey dɔɔŋ' deh. | I have worked <u>at that spot</u> two
or three times myself. |
| 4. khñom thlóp thee kaa nɿw tɔŋ nuh
<u>medɔɔŋ-pii'</u> deh. | I have worked at that spot <u>once</u>
<u>or twice</u> myself. |
| 5. khñom thlóp ñam baay nɿw tɔŋ nuh
medɔɔŋ-pii' deh. | I have <u>eaten</u> at that spot once or
twice myself. |
| 6. khñom thlóp ñam baay <u>nɿw kelaɛŋ</u>
<u>nuh</u> medɔɔŋ-pii' deh. | I have eaten <u>at that place</u> once
or twice myself. |
| 7. khñom thlóp ñam baay nɿw kelaɛŋ nuh
<u>pii-bey dɔɔŋ'</u> deh. | I have eaten at that place <u>two</u>
<u>or three times</u> myself. |

UNIT 25

BASIC DIALOGUE

A Cambodian

1. look hien khmae niw-inaa? Where did you study Cambodian?

An American

2. baat, khñom hien khmae niw
sòk amerik'ŋ..niw F.S.I. I studied Cambodian in America
at F.S.I.

Cambodian

3. F.S.I. cia salaa aekecún, rii
cia salaa saathiarena?? Is F.S.I. a private school or
a public school?

American

4. baat, F.S.I. cia salaa leboh
rieckkaa, koo pontae m-meen
cia salaa saathiarena?' teh! Well, F.S.I. is a government school,
but it's not exactly a public
school.

Cambodian

5. cia salaa leboh kesuonj kaa-
booreteh, meen' eh? It's a school belonging to the
State Department, isn't it?

American

6. baat, pekot' eh. Yes, that's right.

Cambodian

7. nena' bñien khmae niw kelaen
nuh? Who teaches Cambodian there?

American

8. baat, look sok niŋ look saw'
cia kuu bñien niw kelaen nuh. Mr. Sok and Mr. Sau are the teachers
there.

Cambodian

9. kót khmae, meen' eh? They are Cambodians, aren't they?

American

10. baat, kót khmae. Yes, they're Cambodians.

Cambodian

11. niw F.S.I., kee bñien ey-khlah? What all do they teach at F.S.I.?

American

12. baat, F.S.I. kee caek cia pii
phnaek..mekhaan, khaan neyoobaay,,
mekhaan, khaan phiasaa. F.S.I. is divided into two sections:
On the one hand, foreign affairs;
on the other hand, languages.

Cambodian

13. kee bñien phiasaa ey-khlah'
niw kelaex nuh?

What languages do they teach
there?

American

14. baat, kee bñien phiasaa cèen'
ah.. douccia pèan, español,
cèn, yuon, siem, cia daem.

Oh, they teach a lot of languages,
such as French, Spanish, Chinese,
Vietnamese, Thai, for example.

Cambodian

15. salaa niq' niw tòñ-naa?

Where is the school located?

American

16. baat, niw khnoq tii-kroq
aalington.

It's in the town of Arlington.

Cambodian

17. khñom smaan te niw khnoq kroq
vaasentaon!!

Oh, I thought it was in Washington!

American

18. tee, m meen' teh!

No, that's not right.

Cambodian

19. look ni'yiey khmae l'oo' ah.

You speak Cambodian very well.

American

20. baat, oo kun!

Thank you!

DIALOGUE FOR COMPREHENSION

khmae

1. look rien khmae niw-aenaa?

3. F.S.I. cia salaa akecún, rii
cia salaa saathiarena'?

5. cia salaa reboh krosuon kaa-
booreteh, meen tee?

7. né?-naa boqrien khmae niw
konlaex nuh?

9. kót khmae, meen tee?

ameri'kan

2. baat, khñom rien khmae niw srok
amerik.. niw F.S.I.

4. baat, F.S.I. cia salaa reboh
riecchkaa, koo pontae min-meen
cia salaa saathiarena? tee!

6. baat, prakot haey.

8. baat, look sok niq look saw cia
kruu boqrien niw konlaex nuh.

10. baat, kót khmae.

- | | |
|--|---|
| 11. niw F.S.I., kee boḡrien ey-khlah? | 12. baat, F.S.I. kee caek cia pii
phnaek.. mekhaaṅ, khaaṅ
neyoobaay,, mekhaaṅ, khaaṅ
phiaasaa. |
| 13. kee boḡrien phiasaa ey-khlah niw
konlaeṅ nuh? | 14. baat, kee boḡrien phiasaa craen
nah.. douccia baaraṅ, español,
cen, yuon, siem, cia daem. |
| 15. salaa niṅ niw troṅ-naa? | 16. baat, niw khnoṅ tii-kroṅ
aalinton. |
| 17. khñom smaan thaa niw khnoṅ kroṅ
vaasentaon!! | 18. tee, min meen tee! |
| 19. look niyiey khmae l'oo nah! | 20. baat, oo kun. |

NOTE: Review of Intonation

The Basic Dialogue of this unit contains examples of nearly all the sentence intonation contours you have heard so far, and adds two new types. Before considering the new contours, let us first review what you should already know about the intonation system in general.

There are three basic types of sentence intonation:

- 1) Question intonation, written /?/, occurs on nearly all questions, whether the interrogative word is of the information variety (who-what-when-where-why-how) or of the yes-no variety (teh, riḥ, ri-ey, etc.), or indeed whether there is any interrogative word at all.
- 2) Normal statement intonation, written /./, occurs on the majority of statements, and nearly always on statements containing no information regarded as startling or contradictory by the speaker.
- 3) Emphatic statement intonation, written /!/, occurs almost invariably on statements in which the predicate is negated (note: this does not apply to sentences which merely contain some negative form), and also occurs on statements in which the speaker thinks he is giving either startling new information, or information contrary to what the hearer expects.

All the three basic intonations vary slightly in their actual contours in a way which depends on where the last heavily stressed syllable falls. There are three basic types of sentence-stress pattern: a) loudest stress at the very end of the sentence (or intonation contour); b) loudest stress just before an enclitic (see Note, Unit 22); c) loudest stress somewhere earlier in the sentence.

The following tabulation shows how the various intonation-stress contours sound (Capital letters in parentheses refer to Drills of this unit which exemplify the intonation; numbers refer to sentences of the Basic Dialogue):

	a) <u>End-stressed</u>	b) <u>With enclitic</u>	c) <u>Prior-stressed</u>
1) <u>Question</u>	Gradual rise in pitch throughout the sentence	Gradual rise, with enclitic much higher than last preceding syllable	Rise to stressed syllable, dropping down toward lower rise at very end.
	Examples: A, 1, 11	B, 5, 9	I, 7, 13, 15

- | | | | |
|------------------------------|---|---|--|
| 2) <u>Normal Statement</u> | Gradual drop in pitch, with pronounced rise on last syllable | Gradual drop, with enclitic much higher than last preceding syllable | Level or slight rise to stressed syllable, gradual drop thereafter |
| | Examples. E, F, 10, 16 | 6, 19 | D, 8 |
| 3) <u>Emphatic Statement</u> | Slight rise or level pitch, with sharp drop on last syllable. | Slight fall or level pitch to stressed syllable, with sharp drop on enclitic. | Sharp drop on stressed syllable, low level thereafter. |
| | Examples: H, 20 | C, 18, 4 | (No examples in this unit) |

The use of the symbols comma /,/ and double period /../ so far in this text has merely indicated different degrees of pause (the one designated by double period being somewhat longer). These symbols have marked the ends of non-terminal intonation contours which might be any of the types listed above. The use of commas in the second part of sentence 12 of the Basic Dialogue, however, represents a new intonation contour.

Series intonation, marked by double commas /,,/ between two parts of a sentence, sets off two constituents which are similar in meaning and in structure. It consists of two contours, similar in type, of which the first has a much higher pitch register (relative pitch) than the second:

mekhaaŋ, khaaŋ neyooabaay,, mekhaaŋ, khaaŋ phiasaa.

'On the one hand, foreign affairs; on the other hand, languages.'

You will hear series intonation repeated many times in Drill J below.

The other new intonation occurs in sentence 17, where it is represented by double exclamation points /! !/. This contour is similar in sound to both the emphatic statement /!/ and the surprised question /! ?/, in that the approach to the final stressed syllable is a gradual upward rise, but it ends on a sustained high pitch instead of dropping off like /!/ or curling down and then up like /! ?/. The meaning is something like 'surprised statement' or 'exclamation.'

khñom smaan te niw khnoŋ vaasentaon!!

'I thought it was in Washington!'

You will hear this intonation repeated many times in Drill G below.

NEW VOCABULARY: School Terms and Place Names

hien (rien)	to study	pèy-ŋkóo (prey-nokóo)	Saigon
salaa rien	school	baŋkoo?	Bangkok
aekécún	private	parii	Paris
saathiarena?	public	loŋ (lonjre)	London
lisee	lycée (French secondary school)	lisbon	lisbon
siisovat	Sisowath (name of a lycée)	niw yóok	New York
vitthyialay	other secondary school	šikagou	Chicago

mohaa-vitthyalay university
 phnaek section; department
 (of a school)
 puo? group

los-ŋnyeles Los Angeles
 soŋ-frəŋsiskoo San Francisco
 vaasentaon (-ton) Washington
 aalington (-taon) Arlington

DRILLS

Drill A. Substitution

- | | |
|---------------------------------------|---|
| 1. look hien khmae niw-inaa? | Where did you study Cambodian? |
| 2. look hien <u>yuon</u> niw-inaa? | Where did you study <u>Vietnamese</u> ? |
| 3. look hien <u>siem</u> niw-inaa? | Where did you study <u>Thai</u> ? |
| 4. look hien <u>liaw</u> niw-inaa? | Where did you study <u>Lao</u> ? |
| 5. look hien <u>cen</u> niw-inaa? | Where did you study <u>Chinese</u> ? |
| 6. look hien <u>pean</u> niw-inaa? | Where did you study <u>French</u> ? |
| 7. look hien <u>español</u> niw-inaa? | Where did you study <u>Spanish</u> ? |
| 8. look hien <u>cipun</u> niw-inaa? | Where did you study <u>Japanese</u> ? |
| 9. look hien <u>rusii</u> niw-inaa? | Where did you study <u>Russian</u> ? |
| 10. look hien <u>onglee</u> niw-inaa? | Where did you study <u>English</u> ? |

Drill B. Multiple Substitution (No Model)

- | | |
|--|--|
| 1. F.S.I. cia salaa aekécún' ih? | Is F.S.I. a private school? |
| 2. F.S.I. cia salaa <u>leboh riecchkaa'</u> ih? | If F.S.I. a <u>government</u> school? |
| 3. <u>lisee siisovat</u> cia salaa leboh
rieccchkaa' ih? | Is <u>Lycée Sisowath</u> a government
school? |
| 4. <u>salaa tɔ-oh niw sòk amerik</u> cia
salaa leboh riecchkaa' ih? | Are <u>all the schools in America</u>
government schools? |
| 5. salaa tɔ-oh niw sòk amerik cia
<u>salaa aekécún'</u> ih? | Are all the schools in America
<u>private schools</u> ? |
| 6. <u>lisee siisovat</u> cia salaa aekécún'
ih? | Is <u>Lycée Sisowath</u> a private
school? |
| 7. F.S.I. cia salaa aekécún' ih? | Is F.S.I. a private school? |

Drill C. Negative Response

- | | |
|---|--|
| 1. F.S.I. cia salaa aekécún' ih?
tee. F.S.I. m-meen cia salaa
aekécún' teh! | Is F.S.I. a private school?
No. F.S.I. is not a private
school. |
| 2. lisee siisovat cia salaa leboh
kesuon kaa-booreteh' ih?

tee. lisee siisovat m-meen cia
salaa leboh kesuon kaa-booreteh'
teh! | Is Lycée Sisowath a school
belonging to the Foreign
Ministry?
No. Lycée Sisowath is not a
school belonging to the Foreign
Ministry. |

- | | |
|---|--|
| 3. lisee siisovat cia salaa
aekécún' ih?
tee. lisee siisovat m-meen
cia salaa aekécún' teh! | Is Lycée Sisowath a private
school?
No. Lycée Sisowath is not a
private school. |
| 4. salaa tq-oh niw sòk amerik cia
salaa aekécún' ih?
tee. salaa tq-oh niw sòk amerik
m-meen cia salaa aekécún' teh! | Are all the schools in America
private schools?
No. All the schools in America
are not private schools. |
| 5. salaa tq-oh niw sòk khmae cia salaa
lèboh riecchkaa' ih?
tee. salaa tq-oh niw sòk khmae
m-meen cia salaa lèboh riecchkaa'
teh! | Are all the schools in Cambodia
government schools?
No. All the schools in Cambodia
are not government schools. |
| 6. F.S.I. cia salaa saathiarená' ih?
tee. F.S.I. m-meen cia salaa
saathiarená' teh! | Is F.S.I. a public school?
No. F.S.I. is not a public
school. |

Drill D. Response

- | | |
|---|--|
| MODEL: Teacher: nenea' bjién khmae niw
kelaey nuh? (look saw) | Who teachers Cambodian
there? (Mr. Sau) |
| Student: baat, look saw' bjién khmae
niw kelaey nuh. | Mr. Sau teaches Cambodian
there. |
| 1. nenea' hien khmae niw kelaey nuh?
(look Jones)
baat, look Jones' hien khmae niw
kelaey nuh. | Who teaches Cambodian there?
(Mr. Jones)
Mr. Jones teaches Cambodian
there. |
| 2. nenea' thee kaa niw kelaey nuh?
(look sok)
baat, look sok' thee kaa niw kelaey
nuh. | Who works there?
(Mr. Sok)
Mr. Sok works there. |
| 3. nenea' tiw niw kelaey nuh?
(look James)
baat, look James tiw niw kelaey nuh. | Who is going to go there?
(James)
James is going to go there. |
| 4. nenea' kit tiw niw kelaey nuh?
(kafaa vansi)
baat, kafiaa vansi' kit tiw niw
kelaey nuh. | Who is thinking of going there?
(Miss Vansy)
Miss Vansy is thinking of going
there. |

- Who wants to come stay here?
(me)
I want to come stay here.

He's American, isn't he?
Yes, he's American.

He's American isn't he?
(No, English)
No, he's English.

- | | |
|---|--|
| 4. kót yuon, meen' eh?
(tee, khmae)
tee, kót khmae. | He's Vietnamese, isn't he?
(No, Cambodian)
No, he's Cambodian. |
| 5. kót pèaŋ, meen' eh?
(tee, ameri'kaŋ)
tee, kót ameri'kaŋ. | He's French, isn't he?
(No, American)
No, he's American. |
| 6. kót liaw, meen' eh?
(tee, siem)
tee, kót siem. | He's Lao, isn't he?
(No, Thai)
No, he's Thai. |

Drill G. Transformation with Substitution

- MODEL. Teacher: niw khnoŋ tii-kroŋ aalington' ih? (vaasentaon) In the town of Arlington?
(Washington)
- Student: khñom smaan te niw khnoŋ kroŋ vaasentaon!! I thought it was in
Washington!
- niw khnoŋ tii-kroŋ loŋ' ih? (parii) In the city of London? (Paris)
khñom smaan te niw khnoŋ kroŋ parii!! I thought it was in Paris!
 - niw khnoŋ tii-kroŋ phnum pifi' ih? In the city of Phnom Penh?
(prey-nekóo) (Saigon)
khñom smaan te niw khnoŋ kroŋ I thought it was in Saigon!
prey-nekóo!!
 - niw khnoŋ tii-kroŋ sɔŋ-frɔŋsiskoo' ih? (los ɔfiyeles) In the city of San Francisco?
(Los Angeles)
khñom smaan te niw khnoŋ kroŋ I thought it was in Los Angeles!
los-ɔfiyeles!!
 - niw khnoŋ tii-kroŋ roum' ih? (lisbon) In the city of Rome? (Lisbon)
khñom smaan te niw khnoŋ kroŋ lisbon!! I thought it was in Lisbon!
 - niw khnoŋ tii-kroŋ niw-yóok' ih? In the city of New York?
(šikagou) (Chicago)
khñom smaan te niw khnoŋ kroŋ I thought it was in Chicago!
šikagou!!

Drill H. Multiple Substitution

- | | |
|---|--|
| 1. khñom thee kaa nìw kesuon
khoosenaakaa ameri'kaŋ! | I work in the U.S. Information
Service. |
| 2. khñom thee kaa nìw <u>ambasaat ameri'kaŋ!</u> | I work in the <u>American Embassy</u> . |
| 3. khñom <u>cia anu'pún</u> nìw ambasaat
ameri'kaŋ! | I <u>am an attaché</u> in the American
Embassy. |
| 4. khñom <u>cia kruu boŋrien</u> nìw ambasaat
ameri'kaŋ! | I <u>am a teacher</u> in the American
Embassy. |
| 5. khñom <u>cia kruu boŋrien</u> nìw salaa
<u>saathiarena? muoy!</u> | I am a teacher in <u>a private</u>
<u>school</u> . |
| 6. khñom <u>cia kruu boŋrien</u> nìw <u>salaa</u>
<u>aekecún muoy!</u> | I am a teacher in <u>a public</u>
<u>school</u> . |
| 7. khñom <u>thee kaa</u> nìw salaa saathiarena?
muoy! | I <u>work</u> in a public school. |
| 8. khñom thee kaa nìw <u>kesuon kaa-booreteh!</u> | I work in the <u>State Department</u> . |
| 9. khñom thee kaa nìw <u>kesuon khoosenaakaa</u>
<u>ameri'kaŋ!</u> | I work in the <u>U. S. Information</u>
<u>Service</u> . |

Drill I. Substitution

- | | |
|---|--|
| 1. kee bñien <u>ey-khlah'</u> nìw kelaen nuh? | What all do they teach there? |
| 2. kee bñien <u>phasaa ey-khlah'</u> nìw
kelaen nuh? | <u>What languages</u> do they teach
there? |
| 3. kee bñien <u>phasaa khmae'</u> nìw kelaen
nuh? | Do they teach <u>Cambodian</u> there? |
| 4. kee bñien <u>phasaa onglee'</u> nìw
kelaen nuh? | Do they teach <u>English</u> there? |
| 5. kee bñien <u>ey-khlah'</u> nìw kelaen nuh? | <u>What all</u> do they teach there? |
| 6. kee bñien <u>ey-khlah khaan neyoobaay</u>
nìw kelaen nuh? | <u>What in the way of foreign affairs</u>
do they teach there? |
| 7. kee bñien <u>ey-khlah khaan vóppethóa</u>
nìw kelaen nuh? | <u>What in the way of cultural</u>
affairs do they teach there? |

Drill J. Transformation

- MODEL: Teacher: kee caek cia pii phnaek.
(neyoobaay, phiasaa) They divide it into two sections. (diplomacy, languages)
- Student: mekhaan, khaan neyoobaay,,
mekhaan, khaan phiasaa. One side is diplomacy; the other side is languages.
1. kee caek cia pii puo?
(neyoobaay, phiasaa)
mepuo?, khaan neyoobaay,, mepuo?,
khaan phiasaa. The divide it into two groups. (diplomacy, languages)
One group is diplomacy; the other group is languages.
 2. kee caek cia pii phnaek.
(neyoobaay, vóppethóa)
mekhaan, khaan neyoobaay,, mekhaan,
khaan vóppethóa. They divide it into two sections. (diplomacy, cultural affairs)
One side is diplomacy; the other side is cultural affairs.
 3. kee caek cia pii puo?.
(kaa-booreteh, khoosenaakaa)
mekhaan, khaan kaa-booreteh,, mekhaan,
khaan khoosenaakaa. They divide it into two groups. (foreign affairs, information)
One side is foreign affairs; the other side is information.
 4. kee caek cia pii phnaek.
(phiasaa, vóppethóa)
mekhaan, khaan phiasaa,, mekhaan,
khaan vóppethóa. They divide it into two sections. (languages, cultural affairs)
One side is languages; the other side is cultural affairs.

UNIT 26

BASIC DIALOGUE

Mr. Smith

1. cmiep suo, look sèy.

Hello, madame.

Mrs. Saat

2. caah, cmiep suo!

Hello.

Mr. Smith

3. pdey look sèy niw phtéh' teh?

Is your husband at home?

Mrs. Saat4. caah, kót niw phtéh' teh!
ñceəñ coul móo, look.Yes, he's at home.
Please come in, sir.Mr. Smith

5. baat, oo kun!

Thank you.

6. look sèy, koun-caw' ey,
sok sebaay' cia teh?

Are your children well, madame?

Mrs. Saat

7. caah, sok sebaay' cia teh!

Yes, they are well.

8. look sèy mian kaa ey' ih,
baan-cia m baan móo leeq?Is your wife so busy that she
couldn't come to see us?Mr. Smith

9. baat, khmian levúl theə ey' teh!

No, she is not busy.

10. tae mesel meñ pèap khñom thaa
m-səw sùol khluon!But yesterday, she told me that
she wasn't feeling very well.Mrs. Saat11. look mian kaa ey peñap' teh?
pdey khñom kepúñ slie? pé'.Do you have any urgent business?
My husband is getting dressed.Mr. Smith

12. tee, khñom khmian kaa ey' teh!

No, I don't have any business.

13. ceñ pii theə kaa, coul moo leeq
te mēdoq' tih.When I left work I dropped in to
see you, that's all.

14. khaan cuop khnia yuu' eh.

We haven't seen each other for a
long time.

Mrs. Saat

15. look ficeeñ pesaa s'ey ntec' Will you have something to drink?
tiw ih?

16. khñom mian kafæ.. taæ.. viskii.. I have coffee, tea, whiskey...

Mr. Smith

17. baat, ficeñ soum kafæ mæpæñ' Well, in that case, let me have
moh. a cup of coffee, will you?

Mrs. Saat

18. look coul-cet kafæ khmaw, Do you like black coffee, or
rii kafæ tik-doh-koo? coffee with cream?

Mr. Smith

19. baat, som da? tik-doh-koo' Please put a little cream in and
ntec, haey-nq skoo' ntec. a little sugar.

Mrs. Saat

20. caah, ficeeñ nkuy leeq ntec' tih. Please have a seat.
khñom tiw yoo mæcuun! I'll go get it for you.

Mr. Smith (to Mr. Saat)

21. mæc, saat.. cmiep suo! sok Well, Saat, hello! Are you well?
sebaay?

Mr. Saat

22. baat, sok sebaay' teh! Yes, I'm fine.
23. mæc koo m nóm pæpún meleen Why didn't you bring your wife
phoq? along too?

Mr. Smith

24. kee thaa m-sæw suol khluon! She says she isn't very well.

Mr. Saat

25. mæc, chii ey? How's that, what's wrong with
her?

Mr. Smith

26. oo, khmian chii ey thgún' teh! Oh, she doesn't have anything
kòan-te pdah-saay ntec-ntuoc'ñ. serious.
She just has a little cold.

DIALOGUE FOR COMPREHENSION

look smith

1. cumriep suo, look srɛy.
3. pɔɛy look srɛy niw phtéh tee?
5. baat, ɔɔ kun!
6. look srɛy, koun caw.. sok sebaay
cia tee?
9. baat, khmian revúl thvée ɛy tee.
10. tae mɛsɛl mɛñ, prap khñom thaa
min-sɛw sruol khluon.
12. tee, khñom khmian kaa ɛy tee.
13. cɛñ pii thvée kaa, coul moo? leeq
tae mɛdoɔŋ tiw..
14. khaan cuop khnia yuu haey.
17. baat, ɛñcɛŋ soum kafɛe mɛpɛɛŋ móo?.
19. baat, soum da? tik-doh-koo ntɛc,
haey niŋ skoo ntɛc.

look smith

21. mɛc, saat! cumriep suo! sok sebaay?
24. kee thaa min-sɛw sruol khluon.
26. ɔɔ, khmian chii ɛy thŋún tee.
krón-tae pdah-saay bontɛc-bontuoc.

look srɛy saat

2. caah, cumriep suo!
4. caah, kót niw phtéh tee.
ɛñcɛñ coul móo?, look.
7. caah, sok sebaay cia tee.
8. look srɛy mian kaa ɛy rih,
baan-cia min baan móo? leeq?
11. look mian kaa ɛy prɔñap tee?
pɔɛy khñom kompún slie? pé?.
15. look ɛñcɛñ pisaa s?ɛy ntɛc
tiw rih?
16. khñom mian kafɛe.. tae.. viskii..
18. look coul-cet kafɛe khmaw, rii
kafɛe tik-doh-koo?
20. caah, ɛñcɛñ ɔŋkuy leeq ntɛc
tiw.
khñom tiw yóo? móo? cuun.

look saat

22. baat, sok sebaay tee.
23. mɛc koo min nóm prɔpún móo?
leeq phɔɔŋ?
25. mɛc, chii ɛy?

NOTES: Some More Verbal Modifiers

1. /baan/, /baan-cia/, and /aoy-baan/

You have already seen and heard the item /baan/ as a post-verbal modifier meaning 'to be able to.' Three modifiers related to it occur also in the pre-verbal position.

/baan/, between subject and verb, means 'to get a chance to, to have been able to, will be able to.' It contrasts with the post-verbal /baan/ in that it always refers to a specific (rather than a general) opportunity or possibility.

Examples: khñom móo m baan ' teh! 'I can't come. (ever)'
khñom m baan móo ' teh! 'I wasn't (won't be) able to come at
that time.'

/baan-cia/ and /oy-baan/ (/aoy-baan/), which both occur before the subject, mean 'so that, with the result that.' The first form is used in talking about the past, the second in talking about the future.

Examples: look mian kaa ey, baan-cia m baan móo leey?
'What business did you have that you couldn't come visit?

look mian kaa ey, oy-baan coul móo m baan?
'What business do you have that you can't come in?'

These /baan/ patterns are repeated many times in Drills D and E, below.

2. /tɪh/ (/tɪw/) and /moh/ (/mooʔ/)

These two post-verbal modifiers are obviously related to the common verbs for 'go' and 'come' respectively. They occur at the very ends of clauses, usually as enclitics. Although their most common use is in commands and exhortations, they are also occasionally found in statements and questions as well, with a meaning something like 'I belittle the significance of this action.' Quite often, the English word 'just' will fit the translation. The difference in meaning between the two items is that /tɪh/, like the verb /tɪw/, refers to actions away from or far from the speaker, while /moh/, like the verb /moo?/, refers to actions toward or near the speaker.

Examples: ñcœñ ɲkuy leɲ ntɛc' tɪh. 'Please (just) have a seat.'

ceñ pii theə kaa, khñom coul móo leen tə medəon' tih.

'When I left work, I just dropped in for a visit.'

look n̥ceẽñ pəsaa sʔey ntec' tɪw ɪhʔ

'Won't you just have a little something to drink?'

ñcəŋ soum kafɛɛ məpɛɛŋ' moh.

'In that case, just let me have a cup of coffee.'

More examples occur in Drills I and K.

3. /kəpún/ and kəpún-te/ (/kəmpún-tæ/)

These two pre-verbal modifiers, almost identical in meaning, are used before many different action-verbs. They indicate that the action is already in progress, or is about to start. Some speakers make a distinction, using the form without /-te/ for action already in progress, and the form with /-te/ for action about to start.

Examples: pdey khñom kəpún slieʔ péʔ. 'My husband is getting dressed.'

pdey khñom kəpún-te slieʔ péʔ. 'My husband is about to get dressed.'

In this unit, however, you will hear both forms used interchangeably (e.g. Basic Dialogue sentence 11, and Drill H).

4. /daɛ/ or /dəh/ and /phooŋ/

These two post-verbal modifiers are often confused by students for the simple reason that they are both often translatable by English 'too' or 'also.' Each of these items excludes all negative particles occurring in the same position-- i.e. /teh/, /tee/, and /sch/. Actually, their meanings are quite different. /daɛ/ (which has an enclitic form /dəh/) means 'too' in the sense of 'likewise, in similar fashion,' while /phooŋ/ always means 'in addition, as well.' (Note that after prior negatives, /daɛ/ often translates as 'either,' but /phooŋ/ usually remains 'too' in English.)

Examples: kót nóm pəpún kót tiw leen phooŋ.

'He took his wife along to visit them too (as an additional person).'

kót nóm pəpún kót tiw leen daɛ.

'He took his wife along to visit them, too (like someone else).'

mec koo m nóm pəpún məleen phooŋ?

'Why didn't you bring your wife along too?'

look m nóm pəpún məleen daɛ?

'Didn't you bring your wife along either?'

You have already heard many examples of /daɛ/, which has still other meanings ('anyway', 'enough', etc.). There are additional examples of /phooŋ/ in Drill F. below. Both items occur in parallel constructions: /...daɛ,...daɛ/ and /...phooŋ,...phooŋ/; this use will be discussed in units soon to come.

NEW VOCABULARY: Kinship Terms

Kinship terminology in Cambodian, as in many other languages of Southeast Asia, is extremely complex. What is presented below is merely the bare bones of the system.

In general, relatives of the generations above oneself are designated by terms which already specify sex, while terms for relatives of ones own and lower generations do not specify sex, but can be extended by /poh/ (/proh/) and /sɛy/ (/srɛy/) to indicate male and female respectively. In addition, the terms for the older generations normally occur in pairs, one member of a given pair being more formal than the other. When such terms are used in direct address (replacing a pronoun or title), the informal member is the one usually selected. Except in the case of the 'father' and 'mother' words, these informal terms can be prefixed by /look/ in direct address: /look taa/ 'Grandpa', /look miŋ/ 'Aunt.' The kinship terms for the older generations are also used to address unrelated people of appropriate age: /yiey/ 'old lady', /puu/ 'fellow.'

In direct address to people of the same generation, only /boəŋ/ and /oun/ (for /p'oun/) are common; husbands and wives often use these terms to address each other, the husband always being /boəŋ/ and the wife /oun/, regardless of their respective ages. These two terms are used by brothers and sisters either with or without a name following. With people of younger generations, the name alone is used in direct address; if the name is not known, an appropriate pronoun is selected: e.g. /niaŋ/, /kaŋaa/.

You will need to know some of the kinship terms listed below in order to perform Drills A through D, which follow right after.

1. Relatives of Higher Generations

<u>More Formal Term</u>	<u>English</u>	<u>Less Formal Terms</u>
opuk (əwpuk)	father	paa, əw (rural)
mədaay	mother	maaʔ, mae (rural)
opuk khmɛek	father-in-law	paa khmɛek
mədaay khmɛek	mother-in-law	maaʔ khmɛek
mia	younger uncle	puu
mədaay miŋ	younger aunt	miŋ
opuk thom	elder uncle	om, om pòh
mədaay thom	elder aunt	om, om sèy
ciitaa	grandfather	taa
ciidoun	grandmother	doun, yiey

2. Relatives of Same Generation

boəŋ-p'oun	siblings (may also include cousins)
boəŋ	older sibling
boəŋ kee bŋ-əh	oldest sibling
p'oun	younger sibling
p'oun piw	youngest sibling
boəŋ thlay	older sibling-in-law
p'oun thlay	younger sibling-in-law
boəŋ-p'oun ciidoun muoy	first cousins
pdey	husband
pepún (prəpún)	wife

3. Relatives of Younger Generations

koun-caw	children and grandchildren (may also include nieces and nephews)
koun chboəŋ	oldest child
koun	child
koun piw	youngest child
koun pesaa	son - or daughter-in-law

khmuoy	nephew <u>or</u> niece
caw	grandchild
caw tuot	great-grandchild
caw luot	great-great-grandchild
caw lia	great-great-great-grandchild

DRILLS

Drill A. Substitution

- | | |
|--|--|
| 1. pepún look nŭw phtéh' teh? | Is your wife at home, sir? |
| 2. pđey look sêy nŭw phtéh' teh? | Is <u>your husband</u> at home, madame? |
| 3. p'oun look nŭw phtéh' teh? | Is <u>your younger brother</u> at home, sir? |
| 4. koun look sêy nŭw phtéh' teh? | Is <u>your child</u> at home, madame? |
| 5. medaay kaŋaa nŭw phtéh' teh? | Is <u>your mother</u> at home, miss? |
| 6. ɔpuk khmsek look nŭw phtéh' teh? | Is <u>your father-in-law</u> at home, sir? |
| 7. medaay khmsek nŋaŋ nŭw phtéh' teh? | Is <u>your mother-in-law</u> at home, young lady? |
| 8. boŋ thlay look sêy nŭw phtéh' teh? | Is <u>your older brother-in-law</u> at home, madame? |
| 9. p'oun thlay kaŋaa nŭw phtéh' teh? | Is <u>your younger sister-in-law</u> at home, miss? |
| 10. khmuoy look nŭw phtéh' teh? | Is <u>your nephew</u> at home, sir? |
| 11. mia nŋaŋ nŭw phtéh' teh? | Is <u>your uncle</u> at home, miss? |
| 12. medaay miŋ look nŭw phtéh' teh? | Is <u>your aunt</u> at home, sir? |
| 13. ɔpuk thom look sêy nŭw phtéh' teh? | Is <u>your elder uncle</u> at home, madame? |
| 14. medaay thom look nŭw phtéh' teh? | Is <u>your elder aunt</u> at home, sir? |

Drill B. Response

MODEL: Teacher: pepún look nŭw phtéh' teh? Is your wife at home, sir?

Student: baat, pepún khŋom nŭw-inŋ. Yes, my wife is here.

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|-------------------------------|----------------------------------|
| 1. p'oun look nŭw phtéh' teh? | Is your younger brother at home? |
| baat, p'oun khŋom nŭw-inŋ. | Yes, my younger brother is here. |
| 2. koun look nŭw phtéh' teh? | Is your son at home? |
| baat, koun khŋom nŭw-inŋ. | Yes, my son is here. |

- | | |
|--|--|
| 3. mēdaay look nīw phtéh' teh?
baat, mēdaay khñom nīw-inīy. | Is your mother at home?
Yes, my mother is here. |
| 4. opuk khmeek look nīw phtéh' teh?
baat, opuk khmeek khñom nīw-inīy. | Is your father-in-law at home?
Yes, my father-in-law is here. |
| 5. mēdaay khmeek look nīw phtéh' teh?
baat, mēdaay khmeek khñom nīw-inīy. | Is your mother-in-law at home?
Yes, my mother-in-law is here. |
| 6. bōoy thlay look nīw phtéh' teh?
baat, bōoy thlay khñom nīw-inīy. | Is your older brother-in-law at home?
Yes, my older brother-in-law is here. |
| 7. p'oun thlay look nīw phtéh' teh?
baat, p'oun thlay khñom nīw-inīy. | Is your younger sister-in-law at home?
Yes, my younger sister-in-law is here. |
| 8. khmuoy look nīw phtéh' teh?
baat, khmuoy khñom nīw-inīy. | Is your niece at home?
Yes, my niece is here. |
| 9. mia look nīw phtéh' teh?
baat, mia khñom nīw-inīy. | Is your uncle at home?
Yes, my uncle is here. |
| 10. mēdaay miīy look nīw phtéh' teh?
baat, mēdaay miīy khñom nīw-inīy. | Is your aunt at home?
Yes, my aunt is here. |
| 11. opuk thom look nīw phtéh' teh?
baat, opuk thom khñom nīw-inīy. | Is your elder uncle at home?
Yes, my elder uncle is here. |
| 12. mēdaay thom look nīw phtéh' teh?
baat, mēdaay thom khñom nīw-inīy. | Is your elder aunt at home?
Yes, my elder aunt is here. |

Drill C. Response

MODEL: Teacher: pdēy look sēy, kót sok sēbaay' Your husband, how is he?
cia teh?

Student: caah, pdēy khñom, kót sok My husband is fine.
sēbaay' cia teh!

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|--|---|
| 1. mēdaay look, kót sok sēbaay' cia teh?
baat, mēdaay khñom, kót sok sēbaay' cia teh! | Your mother, how is she?
My mother is fine. |
| 2. opuk khmeek nīay, kót sok sēbaay' cia teh?
caah, opuk khmeek khñom, kót sok sēbaay' cia teh! | Your father-in-law, how is he?
My father-in-law is fine. |
| 3. mēdaay kañaa, kót sok sēbaay' cia teh?
caah, mēdaay khñom, kót sok sēbaay' cia teh! | Your mother, how is she?
My mother is fine. |
| 4. bōoy thlay look sēy, kót sok sēbaay' cia teh?
caah, bōoy thlay khñom, kót sok sēbaay' cia teh! | Your brother-in-law, how is he?
My brother-in-law is fine. |
| 5. mia look, kót sok sēbaay' cia teh?
baat, mia khñom, kót sok sēbaay' cia teh! | Your uncle, how is he?
My uncle is fine. |

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|---|------------------------------|
| 6. mēdaay miŋ kaŋaa, kót sok sebaay' cia teh? | Your aunt, how is she? |
| caah, mēdaay miŋ khñom, kót sok sebaay' cia teh! | My aunt is fine. |
| 7. opuk thom niaŋ, kót sok sebaay' cia teh? | Your elder uncle, how is he? |
| caah, opuk thom khñom, kót sok sebaay' cia teh! | My elder uncle is fine. |
| 8. mēdaay thom look, kót sok sebaay' cia teh? | Your elder aunt, how is she? |
| baat, mēdaay thom khñom, kót sok sebaay' cia teh! | My elder aunt is fine. |

Drill D. Substitution

- | | |
|--|--|
| 1. look sēy mian kaa ey, baan-cia m baan
móo leeq? | Is your wife so busy that she
couldn't come to see us? |
| 2. <u>p'oun look</u> mian kaa ey, baan-cia m baan
móo leeq? | Is <u>your younger brother</u> so busy that
he couldn't come to see us? |
| 3. <u>koun look</u> mian kaa ey, baan-cia m baan
móo leeq? | Is <u>your child</u> so busy that he
couldn't come to see us? |
| 4. <u>mēdaay look</u> mian kaa ey, baan-cia m baan
móo leeq? | Is <u>your mother</u> so busy that she
couldn't come to see us? |
| 5. <u>opuk khmēek look</u> mian kaa ey, baan-cia m
baan móo leeq? | Is <u>your father-in-law</u> so busy that
he couldn't come to see us? |
| 6. <u>mēdaay khmēek look</u> mian kaa ey, baan-cia
m baan móo leeq? | Is <u>your mother-in-law</u> so busy that
she couldn't come to see us? |
| 7. <u>boon thlay look</u> mian kaa ey, baan-cia m
baan móo leeq? | Is <u>your brother-in-law</u> so busy that
he couldn't come to see us? |
| 8. <u>p'oun thlay look</u> mian kaa ey, baan-cia m
baan móo leeq? | Is <u>your sister-in-law</u> so busy that
she couldn't come to see us? |
| 9. <u>khmuoy look</u> mian kaa ey, baan-cia m baan
móo leeq? | Is <u>your niece</u> so busy that she
couldn't come to see us? |
| 10. <u>mia look</u> mian kaa ey, baan-cia m baan
móo leeq? | Is <u>your uncle</u> so busy that he
couldn't come to see us? |
| 11. <u>mēdaay miŋ look</u> mian kaa ey, baan-cia m
baan móo leeq? | Is <u>your aunt</u> so busy that she
couldn't come to see us? |
| 12. <u>opuk thom look</u> mian kaa ey, baan-cia m
baan móo leeq? | Is <u>your elder uncle</u> so busy that he
couldn't come to see us? |
| 13. <u>mēdaay thom look</u> mian kaa ey, baan-cia m
baan móo leeq? | Is <u>your elder aunt</u> so busy that she
couldn't come to see us? |

Drill E. Response

MODEL: Teacher: look sèy mian kaa ey,
baan-cia m baan móo leeq?
(khmian levúl thee ey)

Is your wife so busy that she
can't come to see us?
(not busy doing anything)

Student: baat, khmian levúl thee
ey' teh!

No, she's not very busy.

1. look sèy m-sew sùol khluon' teh, baan-cia
m baan móo leeq? (khmian chii ey thgún)

Isn't your wife very well that
she can't come to see us?
(Not seriously ill)

baat, khmian chii ey thgún' teh!

No, she's not seriously ill.

2. look mian kaa ey peñap, oy-baan coul móo
m baan? (khmian kaa ey peñap)

Are you in such a hurry that you
can't come in the house?
(Not in such a hurry)

baat, khmian kaa ey peñap' teh!

No, I'm not in such a big hurry.

3. look sey chii!? baan-cia m baan móo leeq?
(khmian chii ey soh)

Is your wife sick that she couldn't
come to see us? (Not sick at all)

baat, khmian chii ey soh!

No, she isn't sick at all.

4. look sèy levúl, baan-cia m baan móo leeq?
(khmian levúl)

Is your wife so busy that she
couldn't come to see us?
(Not busy)

baat, khmian levúl ey' teh!

No, she's not busy.

Drill F. Substitution

1. mec koo m nóm look sèy móo phooq?

Why didn't you bring your wife
along too?

2. mec koo m nóm koun móo phooq?

Why didn't you bring your children
along too?

3. mec koo m nóm p'oun móo phooq?

Why didn't you bring your younger
brother along too?

4. mec koo m pèap khñom phooq?

Why didn't you tell me too?

5. mec koo m pèap look sèy phooq?

Why didn't you tell madame too?

6. mec koo m ñceññ look sèy móo phooq?

Why didn't you invite madame to
come too?

7. mec koo m nóm look sèy móo phooq?

Why didn't you bring your wife
along too?

Drill G. Substitution

- | | |
|---|---|
| 1. khñom khmian kaa ey pəñap' teh! | I don't have any urgent business. |
| 2. khñom khmian kaa ey <u>səmkhan'</u> teh! | I don't have any <u>important</u> business. |
| 3. khñom khmian <u>chii ey thgún'</u> teh! | I don't have any <u>serious illness</u> . |
| 4. khñom khmian <u>ləvúl thəə ey'</u> teh! | I don't have <u>anything to do</u> . |
| 5. khñom khmian <u>kaa ey thəə'</u> teh! | I don't have <u>any work to do</u> . |
| 6. khñom khmian <u>kaa ey pəñap'</u> teh! | I don't have <u>any urgent business</u> . |

Drill H. Multiple Substitution

- | | |
|---|---|
| 1. pdey khñom kəpún-te slie? pé'. | My husband is getting dressed. |
| 2. pdey khñom kəpún-te <u>məel kasəet</u> . | My husband is <u>reading a magazine</u> . |
| 3. <u>pəpún khñom</u> kəpún-te məel kasəet. | <u>My wife</u> is reading a magazine. |
| 4. pəpún khñom kəpún-te <u>ñam baay</u> . | My wife is <u>eating</u> . |
| 5. <u>pdey khñom</u> kəpún-te ñam baay. | <u>My husband</u> is eating. |
| 6. pdey khñom kəpún-te <u>rien əŋglee</u> . | My husband is <u>studying English</u> . |
| 7. pdey khñom kəpún-te <u>slie? pé'</u> . | My husband is <u>getting dressed</u> . |

Drill I. Substitution-Expansion

- | | |
|---|--|
| 1. soum kafee məpəeɲ' moh. | Please give me a cup of coffee. |
| 2. soum <u>tae</u> məpəeɲ' moh. | Please give me a cup of <u>tea</u> . |
| 3. soum <u>kafe da? skoo</u> məpəeɲ' moh. | Please give me a cup of <u>coffee with sugar</u> . |
| 4. soum <u>tae da? skoo</u> məpəeɲ' moh. | Please give me a cup of <u>tea with sugar</u> . |
| 5. soum <u>kafe tik-doh-koo</u> məpəeɲ' moh. | Please give me a cup of <u>coffee with cream</u> . |
| 6. soum <u>tae tik-doh-koo</u> məpəeɲ' moh. | Please give me a cup of <u>tea with cream</u> . |
| 7. soum <u>kafe da? tik-doh-koo haey-nɲ skoo</u> məpəeɲ' moh. | Please give me a cup of <u>coffee with cream and sugar</u> . |

Drill J. Transformation. Inserting Objects

MODEL: Teacher: khñom tɿw yóo mecuun! (kafɛ) I'll go get it for you. (coffee)
Student: khñom tɿw yóo kafɛ mecuun! I'll go get the coffee for you.

1. khñom tɿw yóo mecuun! (taɛ) I'll go get it for you. (tea)
 khñom tɿw yóo taɛ mecuun! I'll go get the tea for you.
2. koun khñom tɿw yóo mecuun! My daughter will go get it for you.
 (kafɛ) (coffee)
 koun khñom tɿw yóo kafɛ mecuun! My daughter will go get the coffee
 for you.
3. pepún khñom tɿw yóo mecuun! My wife will go get it for you.
 (sʔey ntɛc) (a little something)
 pepún khñom tɿw yóo sʔey ntɛc My wife will go get a little
 mecuun! something for you.
4. khñom tɿw yóo mecuun! (kafɛ khmaw) I'll go get it for you. (black coffee)
 khñom tɿw yóo kafɛ khmaw mecuun! I'll go get the black coffee for you.
5. khñom tɿw yóo mecuun! (kafɛ I'll go get it for you. (coffee with
 tik-doh-koo) cream)
 khñom tɿw yóo kafɛ tik-doh-koo I'll go get the coffee with cream
 mecuun! for you.
6. pepún khñom tɿw yóo mecuun! My wife will go get it for you.
 (kafɛ) (coffee)
 pepún khñom tɿw yóo kafɛ mecuun! My wife will go get the coffee for
 you.

Drill K. Substitution.

1. ficeɛñ coul móo mephleɛt' tɿh, look. Please come in for a minute, Sir.
2. ficeɛñ pesaa sʔey ntɛc' tɿh, look. Please have a little something to
drink, Sir.
3. ficeɛñ pesaa kafɛ ntɛc' tɿh, look. Please have a little coffee to
 drink, Sir.
4. ficeɛñ pesaa taɛ ntɛc' tɿh, look. Please have a little tea to drink,
 Sir.
5. ficeɛñ pesaa viskii ntɛc' tɿh, Please have a little whiskey to
 look. drink, Sir.
6. ficeɛñ pkuy leen ntɛc' tɿh, look. Please have a seat for a moment, Sir.
7. ficeɛñ coul móo mephleɛt' tɿh, look. Please come in for a moment, Sir.

Drill L. Transformation

- MODEL: Teacher: cǝñ pii thee kaa, coul móo leen te medoɔŋ' tiw!
 (salaa rien, ñam kafee) When I left work, I just dropped in for a visit. (school, drink coffee)
- Student: cǝñ pii salaa rien, coul móo ñam kafee te medoɔŋ' tiw!
 When I left school, I just dropped in to drink some coffee.
1. cǝñ pii thee kaa, coul móo leen te medoɔŋ' tiw! (phtéh baay, meel kasact)
 cǝñ pii phtéh baay, coul móo meel kasact te medoɔŋ' tiw!
 After I left work, I just dropped in for a visit. (restaurant, read a magazine)
 After I left the restaurant, I just dropped in to read a magazine.
 2. cǝñ pii thee kaa, coul móo leen te medoɔŋ' tiw! (ambasaat, leen puo?-maa?)
 cǝñ pii ambasaat, coul móo leen puo?-maa? te medoɔŋ' tiw!
 After I left work, I just dropped in for a visit. (Embassy, visit friends)
 After I left the Embassy I just dropped in to visit some friends.
 3. cǝñ pii thee kaa, coul móo leen te medoɔŋ' tiw! (kesuon kaa-boreteh, tiw meel kon)
 cǝñ pii kesuon kaa-boreteh, tiw meel kon te medoɔŋ' tiw!
 After work, I just dropped in for a visit. (Ministry of Foreign Affairs, go see a movie)
 After I left the Ministry of Foreign Affairs, I just dropped in to see a movie.
 4. cǝñ pii thee kaa, coul móo leen te medoɔŋ' tiw! (berou, tiw meel)
 cǝñ pii berou, tiw meel te medoɔŋ' tiw!
 After I left work, I just dropped in for a visit. (office, go and see)
 After I left the office, I just dropped in to see.
 5. cǝñ pii thee kaa, coul móo leen te medoɔŋ' tiw! (meel kon, tiw ñam baay)
 cǝñ pii meel kon, tiw ñam baay te medoɔŋ' tiw!
 After I left work, I just dropped in for a visit. (see a movie, go and eat)
 After I left the movies, I just went to eat.

UNIT 27

BASIC DIALOGUE

- | | | |
|--|------------------|--|
| 1. phtéh look sèy s'aat' ah.
thee pemaan chnam' eh? | <u>Mr. Smith</u> | Your house is very nice.
How many years ago was it built? |
| 2. caah, pii chnam' eh. | <u>Mrs. Saat</u> | Two years ago. |
| 3. yii, thom' ah! thom cian
phtéh look sèy mun' neh. | <u>Mr. Smith</u> | Say, it's really big! It's bigger
than your former house, isn't it? |
| 4. caah, thom cian! | <u>Mrs. Saat</u> | Yes, it's bigger. |
| 5. cón khaq-lee mian ktup pemaan? | <u>Mr. Smith</u> | How many rooms are there upstairs? |
| 6. caah, mian pèam ktup..
ktup khñom muoy, ktup smèap
phñiew muoy, haey-nq ktup
koun bèy! | <u>Mrs. Saat</u> | There are five rooms: my room, a
guest room, and three children's
rooms. |
| 7. coh niw cón nih mian ktup
ey-khlah? | <u>Mr. Smith</u> | And on this floor what rooms are
there? |
| 8. caah, ktup tetuol phñiew muoy,
haey-nq berou pdey khñom kee
thee kaa! | <u>Mrs. Saat</u> | Well, there's a guest room, and
the office where my husband
works. |
| 9. coh ktup nuh smèap thee ey? | <u>Mr. Smith</u> | And what's that room for? |
| 10. ou, nuh cia ktup da? ey-van,
haey niw khaq-sdam nuh cia
cekèan baay haey-nq ktup
khmeen chnuol! | <u>Mrs. Saat</u> | Oh, that's a store room, and on
the right there is the kitchen
and the servant's room. |

11. look sèy mian ktup deek
pemaan niw cón nih?
Mr. Smith
How many bedrooms do you have on
this floor?
12. caah, mian te muoy' teh!
ktup khmeeŋ chnuol.
Mrs. Saat
Well, there's only one. The
servant's room.
13. look sèy mian suon chbaa
thom l'oo' ah.
Mr. Smith
You have a nice big garden, don't
you.
14. caah, khñom coul-cet phkaa'
nah.
Mrs. Saat
Yes, I like flowers a lot.
15. look sèy tiñ phkaa pii naa'
moh?
Mr. Smith
Where did you buy these flowers?
16. caah, khñom tiñ kaal coul
chnam cən, niw muk géa.
Mrs. Saat
Oh, I brought them at Chinese New
Years, in front of the station.
17. look sèy pehael mian phkaa
koulaap cèen' nah.
Mr. Smith
It looks as though you have a lot
of roses.
18. caah, phia? cèen, cèen-te
phkaa koulaap!
Mrs. Saat
Yes, most of the flowers are
roses.
19. pepún khñom, kee coul-cet
phkaa' nah dae!
Mr. Smith
My wife likes flowers a lot too.
20. caah, sèy-sèy ñceŋ' eh..
nənaa kə douc nənaa' deh!
Mrs. Saat
Yes, that's the way women are--
everyone of them is like every
other one.
21. yii, khñom som cmiep lia
look sèy sen' eh. leŋieç'
nah haey.
Mr. Smith
Say, I better be saying good-bye
to you now. It's late in the
afternoon already.

Mrs. Saat

22. caah, khñom ɔɔ kun cèen' ah..
cch baan chliet coul leeq.

Well, thank you very much for
taking the time to go out of
your way to stop in.

DIALOGUE FOR COMPREHENSION

look smith

1. phtéh look srɛy s'aat nah!
thvée ponmaan chnam haey?
3. yil, thom nah! thom ciar phtéh
look srɛy mun!
5. cón khaar-lee mian bontup ponmaan?
7. coh niw cón nih mian bontup ey-khlah?
9. coh bontup nuh somrap thvée ɔvey?
11. look srɛy mian bontup deek ponmaan
niw cón nih?
13. look srɛy mian suon chbaa thom
l'ɔɔ nah!
15. look srɛy tiñ phkaa pii ri móo??
17. look srɛy prəhael mian phkaa koulaap
craen nah.
19. prəpún khñom kee coul-cet phkaa
nah dae.

look srɛy saat

2. caah, pii chnam haey.
4. caah, thom ciar.
6. caah, mian pram bontup..bontup
khñom muoy, bontup somrap
phñiew muoy, haey niñ bontup
koun bey.
8. caah, bontup tóotuol phñiew
muoy, haey niñ berou pdey
khñom kee thvée kaa.
10. ou, nuh cia bontup da? ey-van,
haey niw khaar-sdam nuh cia
cɔŋkraan baay haey niñ bontup
khmeey chnuol.
12. caah, mian tae muoy tee..
bontup khmeey chnuol.
14. caah, khñom coul-cet phkaa nah.
16. caah, khñom tiñ kaal coul cnam
cən, niw muk géa.
18. caah, phia? craen, craen tae
phkaa koulaap.
20. caah. srɛy-srɛy eñcey haey..
né'nəa koo douc né'nəa dae!

21. yil, khñom soum cumriep lia look

srey sen haey. leñiec nah haey!

22. caah, khñom oo kun look craen
nah.. ceh baan chliet coul
leeq.

NOTE: The Interrogative Word /naa/

The word /naa/ 'which, where' and its derivatives constitute an important area in the system of Khmer interrogatives, comparable to /ey/ 'what' and its derivatives. Since several new uses of /naa/ occur in this unit, let us summarize the total picture to date.

/naa/, by itself, modifies mainly verbs of motion and nouns. In the first case it usually means '(to) where' and in the second case it usually means 'which (of several)':

sephiw naa?

Which book(s)?

look tiw naa?

Where are you going?

As a noun modifier, /naa/ is often extended by adding /-muoy/ 'one' and /-khlah/ 'several,' when the speaker wants to specify the type of answer he expects:

sephiw naa-muoy?

Which (one) book?

sephiw naa-khlah?

Which books?

When no noun is present, a substantive form of /naa/ occurs, formed with the prefix /aa-/:

sephiw naa thom ciay?

Which book is bigger?

aaanaa thom ciay?

Which one is bigger?

More examples of the substantive /aanaa/ occur in Drill F of this unit.

As a modifier of a stative verb (e.g. /niw/ 'to be located'), or as a sentence constituent in its own right, /naa/ 'where' is nearly always prefixed by /i-/ (equivalent to /ae-/ in careful standard speech):

inaa look sey?

Where's madame?

look sey niw-inaa?

Where's madame?

look sey niw-aanaa?

Where's madame?

We have already encountered the phrase /pii naa/ 'from where' in sentences like the following:

look ficeeffi moo pii naa?

Where did you come from?

A new use of this phrase, with a slightly different meaning, occurs in this unit (Basic Sentence 15 and Drills G and H). The preposition /pii/, in time expressions, always refers to past time:

khñom tiñ mehoup thaj can.

I buy food on Monday(s).

khñom tiñ mehoup pii thaj can.

I bought (the) food (last) Monday.

The phrase /pii naa/, by association with this use of /pii/, often refers to past time even when no time expression is present:

look sey tiñ phkaa pii naa 'moh?

Where did you buy the flowers?

(Note, however, the enclitic /moh/, which is itself associated with past time.)

Finally, the question-word /nanaa/ (/né?-naa/) 'who' is also an obvious derivative of /naa/, meaning literally 'which person.'

This particular word happens to occur in this unit, however, in a new pattern which is common to all interrogative words. The pattern is as follows (Q stands for any interrogative word):

Q ko... ' dae.

The meaning of the construction is 'the whole class of things designated by Q are equivalent in this respect.' The interrogative word usually comes out in English, therefore, as 'any,' 'every,' 'all,' etc.

Examples: saphiw naa ko baan' dae. Any book will do.

tiw naa ko baan' dae. One can go anywhere.

In Sentence 2 of the Basic Dialogue, and in Drill K, /nənaa/ occurs twice in a variation of this pattern:

nənaa ko douc nənaa ' dae. Every person is like every (other) one.

NEW VOCABULARY: Household Terms

1. General

phtéh	house, home
haaŋ	shop, store
salaa	hall, school
aakla	building (large)
gáa (gaa)	station
véŋ	palace
vót	wat, temple
cón	floor, storey
suon	garden
suon chbaa	flower garden
phkaa	flower
phkaa koulaap	rose
eyvan	goods, things
mehoup	food
aaw	coats, upper garments
khao	pants, lower garments
kho-aaw (khao-aaw)	clothing
muo?	hats
sbaek ceŋ	shoes

2. Rooms and Furniture

ptup, ktup (bontup)
 ..sməap (somrap) phñiew
 ..tətuol (tóotuol) phñiew

..dæek
 ..khmceŋ chnuol
 ..daʔ əyvan
 ..tək (tik)
 ..ñam baay
 phtéh baay
 berou
 cəkəan (coŋkraan) baay
 kèɛ (krɛɛ)
 kaw-ɛy
 tok (toʔ)
 thvia

room
 guest-room
 parlor, living room ('for receiving
 guests')
 bedroom
 servant's room
 storeroom
 bathroom
 dining-room
 restaurant, dining-room, or kitchen
 office
 kitchen
 bed
 chair
 table
 door

3. Verbs and Adjectives

riep-com baay
 dam baay
 sii baay
 ñam baay
 tətuol-tian baay (tóotuol-)
 pəsaa (pisaa) baay
 slieʔ
 slieʔ khao
 slieʔ sbaek cœŋ
 péʔ
 péʔ aaw
 péʔ muoʔ
 slieʔ-pé
 kat
 kat khao-aaw
 cuol
 chnuol
 tifi
 luʔ
 daʔ
 lœʊ

prepare food
 cook rice
 to eat (crude)
 to eat (common)
 to eat (general polite)
 to eat (honorific)
 put on lower garments
 put on pants
 put on shoes
 put on upper garments
 put on coat
 put on hat
 to get dressed
 to cut
 to make clothing
 to rent, hire
 rented, hired
 to buy
 to sell
 to put, store
 to do something for fun

dae leen	go for a walk
leen baal	to play ball
tiw leen	to go visit
chliet	go out of ones way
s'aat	nice, clean
selah (soulah)	comfortable

4. Personal Nouns

khmeen	child (not ones own)
khmeenj chnuol	servant
khmeenj-khmeenj	children in general
s'ey (srey)	woman
s'ey-s'ey	women in general
poh (proh)	man
poh-poh	men in general
phfilew	guest

DRILLS

Drill A. Substitution

- | | |
|---|---|
| 1. phtéh look s'ey s'aat' ah. | Your <u>house</u> is very nice. |
| 2. <u>phtéh baay</u> look s'ey s'aat' ah. | Your <u>dining room</u> is very nice. |
| 3. <u>soun chbaa</u> look s'ey s'aat' ah. | Your <u>garden</u> is very nice. |
| 4. <u>ptup tek</u> look s'ey s'aat' ah. | Your <u>bathroom</u> is very nice. |
| 5. <u>ptup tetuoul phfilew</u> look s'ey s'aat' ah. | Your <u>guest room</u> is very nice. |
| 6. <u>cekéan baay</u> look s'ey s'aat' ah. | Your <u>kitchen</u> is very nice. |
| 7. <u>koun look</u> s'ey s'aat' ah. | Your <u>children</u> are very nice. |
| 8. <u>p'oun</u> look s'ey s'aat' ah. | Your <u>younger</u> brother is very nice. |

Drill B. Response

- MODEL: Teacher: phtéh baay khñom s'aat' eh? What do you think of my dining room? '(Literally, is my dining room nice?)'
- Student: baat, phtéh baay look s'ey s'aat' ah. Your dining room is very nice.
1. phtéh khñom thom' eh? What do you think of my house?
- baat, phtéh look s'ey thom' ah. Your house is very big.

- | | |
|---|--|
| 2. soun chbaa khñom l'əə' teh?
baat, suon chbaa look sèy l'əə' ah. | What do you think of my garden?
Your garden is very nice. |
| 3. ptup tek khñom thom' eh?
baat, ptup tek look sèy thom' ah. | What do you think of my bathroom?
Your bathroom is very big. |
| 4. ptup tetuol phñiew khñom selah' teh?
baat, ptup tetuol phñiew look sèy
selah' nah. | What do you think of my parlor?
Your parlor is very comfortable. |
| 5. cekèan baay khñom l'əə' teh?
baat, cekèan baay look sèy l'əə' ah. | What do you think of my kitchen?
Your kitchen is very nice. |
| 6. koun khñom ceh' teh?
baat, koun look sèy ceh' nah. | What do you think of my children?
Your children are very capable. |

Drill C. Response

- | | |
|---|---|
| MODEL: <u>Teacher</u> : phtéh look sèy thee
pèmaan chnam' eh? (pii) | How many years ago was your
house built? (2) |
| <u>Student</u> : caah, phtéh khñom thee
pii chnam' eh. | My house was built two
years ago. |
| 1. laan look tiñ pèmaan chnam'
eh? (bey)
baat, laan khñom tiñ bey
chnam' eh. | How many years ago did you buy
your car? (3)
My car was bought three years
ago. |
| 2. phtéh look sèy cuol pèmaan chnam'
eh? (pèam)
caah, phtéh khñom cuol pèam
chnam' eh. | How many years have you rented
your house? (2)
My house has been rented for
five years. |
| 3. aaw look kat pèmaan khæ' eh?
(pmmuoy)
baat, aaw khñom kat pmmuoy khæ' eh. | How many months ago did you get
that coat made? (6)
This coat was made six months ago. |
| 4. pepún look mēdōl pèmaan thgay' eh?
(pèam-ndōp)
baat, pepún khñom mēdōl pèam-ndōp
thgay' eh. | How many days ago did your wife
arrive? (15)
My wife arrived 15 days ago. |
| 5. koun look coul rien pèmaan khæ' eh?
(bey)
baat, koun khñom coul rien bey
khæ' eh. | How many months have your children
been going to school? (3)
My children have been going to
school for three months. |
| 6. kót tiw dōl pèmaan khæ' eh?
(pii)
baat, kót tiw dōl pii khæ' eh. | How many months ago did he
arrive? (2)
He arrived two months ago. |

Drill D. Multiple Substitution

- | | |
|--|--|
| 1. cón khaṅ-lêe mian pemaan ktup? | How many rooms does the upstairs have? |
| 2. cón <u>khaṅ-kòom</u> mian pemaan ktup? | How many rooms does the <u>downstairs</u> have? |
| 3. cón khaṅ-kòom mian <u>ktup ey-khlah</u> ? | <u>What rooms</u> does the downstairs have? |
| 4. cón <u>nih</u> mian ktup ey-khlah? | What rooms does <u>this</u> floor have? |
| 5. cón nih mian <u>ktup dëek pemaan</u> ? | <u>How many bedrooms</u> does this floor have? |
| 6. cón <u>khaṅ-kòom</u> mian ktup dëek pemaan? | How many bedrooms does the <u>downstairs</u> have? |
| 7. cón <u>khaṅ-lêe</u> mian ktup dëek pemaan? | How many bedrooms does the <u>upstairs</u> have? |
| 8. cón khaṅ-lêe mian <u>pemaan ktup</u> ? | <u>How many rooms</u> does the upstairs have? |

Drill E. Response

- | | |
|---|---|
| MODEL: <u>Teacher</u> : look sêy mian ktup dëek pemaan?
(lêe pii, kraom muoy) | How many bedrooms do you have? (Upstairs two, downstairs one) |
| <u>Student</u> : caah, mian bëy.. khaṅ-lêe pii, khaṅ-kraom muoy. | There are three of them: two upstairs and one downstairs. |
| 1. look sêy mian ktup tetuol phñiew pemaan? (lêe muoy, kraom muoy)
caah, mian pii..khaṅ-lêe muoy, khaṅ-kraom muoy. | How many parlors do you have? (upstairs one, downstairs one)
There are two of them: one upstairs and one downstairs. |
| 2. look sêy mian ktup khmëeṅ chnuol pemaan? (lêe muoy, kraom pii)
caah, mian bëy..khaṅ-lêe muoy, khaṅ-kraom pii. | How many servant's rooms do you have? (one upstairs, two downstairs)
There are three of them: one upstairs and two downstairs. |
| 3. look sêy mian ktup dëek pemaan? (lêe bëy, kraom pii)
caah, mian pram.. khaṅ-lêe bëy, khaṅ-kraom pii. | How many bedrooms do you have? (three upstairs, two downstairs)
There are five of them: three upstairs and two downstairs. |

4. look sêy mian ktup téj-oh pëmaan?
 (lëe buon, kraom pmmuoy)
 caan, mian döp.. khaaj-lëe buon,
 khaaj-kraom pmmuoy.

How many rooms do you have in all?
 (four upstairs, six downstairs)
 There are ten of them: four
 upstairs and six downstairs.

Drill F. Response

MODEL: Teacher: phtéh look sêy mun
 nij phtéh nih, aanaa
 thom cian? (phtéh nih)

Which is bigger, your
 previous house or this
 house? (this house)

Student: baat, phtéh nih thom
 cian!

This house is bigger.

1. ktup sômrap tétuol phñiew nij ktup
 ñam baay, aanaa thom cian?
 (ktup sômrap tétuol phñiew)
 baat, ktup sômrap tétuol phñiew
 thom cian!

Which is bigger, the parlor or the
 dining room? (the parlor)

The parlor is bigger.

2. ktup koun look nij ktup khmeej
 chnuol, aanaa touc cian?
 (ktup koun)
 baat, ktup koun touc cian!

Which is the smaller, your child's
 room or the servant's room?
 (child's room)

The child's room is smaller.

3. ktup da? ey-van nij cekraan baay,
 aanaa thom cian? (cekraan baay)
 baat, cekraan baay thom cian!

Which is bigger the store room or
 the kitchen? (kitchen)

The kitchen is bigger.

4. ktup tek nij ktup da? ey-van,
 aanaa touc cian? (ktup tek)
 baat, ktup tek touc cian!

Which is smaller, the bathroom or
 the storeroom? (bathroom)

The bathroom is smaller.

5. suon chbaa khaaj-muk nij suon chbaa
 khaaj-kòoy, aanaa thom cian?
 (khaaj-kòoy)
 baat, suon chbaa khaaj-kòoy thom
 cian!

Which is bigger, the garden in
 front or the garden in back?
 (in back)

The garden in back is bigger.

Drill G. Substitution

1. look sêy tifi phkaa pii naa' moh?
 2. look sêy tifi ey-van pii naa' moh?
 3. look sêy tifi mēhoup pii naa' moh?
 4. look sêy tifi ruup thoat pii naa' moh?
 5. look sêy tifi khmaw-day pii naa' moh?

Where did you buy the flowers?

Where did you buy these things?

Where did you buy the food?

Where did you buy the pictures?

Where did you buy the pencils?

- Drill H. Response

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- | | |
|---|--|
| 3. khñom coul-cet tiw meel kon' ah!
(puo?-maa? baraj khñom)
puo?-maa baraj khñom, kee coul-cet
tiw meel kon nah dae. | I certainly like to go to see movies.
(my French friends)
My French friends like to go to see
movies a lot too. |
| 4. khñom coul-cet ñam baay' ah!
(pepún khñom)
pepún khñom kee coul-cet ñam
baay nah dae. | I certainly like to eat.
(my wife)
My wife likes very much to eat too. |
| 5. khñom coul-cet dae leeq' ah!
(booj khñom)
booj khñom kee coul-cet dae leeq.
nah dae. | I certainly like to go for walks.
(my older brother)
My older brother likes to go for
walks a lot too. |

Drill K. Transformation

MODEL: Teacher: pepún khñom kee coul-cet
phkaa' ah. (sèy-sèy)

My wife certainly likes
flowers! (women)

Student: caah, sèy-sèy ñicej' eh..
nanaa ko douc nanaa' deh.

Yes, women are like that--
everyone of them is like
every other one.

1. p'oun khñom kee coul-cet leeq baal'
ah! (khmeeq-khmeeq)
caah, khmeeq-khmeeq ñicej' eh..
nanaa ko douc nanaa' deh.

My younger brother certainly likes
to play ball. (children)
Yes, children are like that--every-
one of them is like every other
one.

2. pdey khñom kót coul-cet mehoup
cen' ah. (pòh-pòh)
caah, pòh-pòh ñicej' eh.. nanaa
ko douc nanaa' deh.

My husband really likes Chinese
food! (men)
Yes, men are like that--everyone
of them is like every other one.

3. puo?-maa? khñom kee coul-cet
sephew' ah. (koun seh)
caah, koun seh ñicej' eh.. nanaa
ko douc nanaa' deh.

My friends certainly do like books.
(students)
Yes, students are like that--
everyone of them is like every
other one.

4. p'oun sèy khñom kee coul-cet kon
ameri?kañ' ah! (khmeeq sèy)
caah, khmeeq sèy ñicej' eh.. nanaa
ko douc nanaa' deh.

My younger sister really likes to
see American movies! (girls)
Yes, girls are like that--everyone
of them is like every other one.

5. koun khñom kee coul-cet meel tii-vii'
ah. (khmeeq-khmeeq)
caah, khmeeq-khmeeq ñicej' eh.. nanaa
ko douc nanaa' deh.

My children certainly do like to
watch television. (children)
Yes, children are like that--
everyone of them is like every
other one.

UNIT 28

BASIC DIALOGUE

A Cambodian

1. thɿay saw' nɿŋ, look tmnee'
tee ih?

Are you free this Saturday?

An American

2. baat, pehaɛl tmnee' tee,
meel tiw.

Yes, I guess I am free.

Cambodian

3. khñom cɔŋ ñiceɛñ look móo pəsaa
baay phtéh khñom.

I'd like to invite you to come
and eat at my house.

American

4. baat, mian ɛy?

Sure, why not?

Cambodian

5. look skól phtéh khñom' iniw?

Do you know where my house is yet?

American

6. baat, khñom skól m-sew chbah'
teh!

Well, I don't remember too clearly.

Cambodian

7. leek pii hòoy haa-sɛp phlɛw
pastɛi.. nɿw cit ambasaat
ameri'kaŋ.

Number 250 Pasteur Street, near
the American Embassy.

American

8. ou, ñiceŋ khñom m-bac bæk
laan' teh!

Oh, in that case I won't have to
drive my car.

9. look mian ñiceɛñ phñiew móo
cèen' teh?

Have you invited a lot of guests?

Cambodian

10. baat, min-cɛ cèen pemaan' teh!

No, not very many.

11. khñom haw tɛ puo'-maa' khñom
pii-bɛy né' 'teh!

I've just asked two or three of
my friends.

American

12. ñiceŋ sùol' eh.

Well, that's nice.

13. look cəŋ ñam məhoup ey, soum
pəap khñom' mēeh. Cambodian Whatever kind of food you want to eat, just let me know.
14. baat, məhoup ey kə baan' deh,
tae khñom cəŋ saa? məhoup
khmae mədɔɔŋ! American Well, any kind of food is all right, but I would like to try Cambodian food once.
15. ñiceŋ suol' eh. pepún
khñom pesəp thee
məhoup khmae' nah. Cambodian That's good. My wife is very skillful at making Cambodian food.
16. coh sèa, look coul-cet sèa ey? American And what about liquor, what kind of liquor do you like?
17. baat, viskii' kə baan,, byee'
kə baan. Cambodian Oh, either whiskey or beer would be fine.
18. look coul-cet sèa tepén
baay-cuu' eh? American Do you like wine?
19. baat, sèa tepén baay-cuu,
khñom douc min cmnoul
pəmaan' teh! Cambodian Well, I don't particularly care for wine.
20. ñiceŋ thɔay saw maon pmmuoy
ñiceñ móa' neh? American Then you'll come on Saturday at 6 o'clock, will you?
21. baat! ñiceŋ khñom som lia sen'
neh. Cambodian Sure! Well, I'll be seeing you.

DIALOGUE FOR COMPREHENSION

khmae

1. thəy saw nɪŋ, look tumnee
tee rih?
3. khñom cəŋ eñceəñ look móo? písaa
baay phtéh khñom.
5. look skól phtéh khñom haey ri-niw?
7. leek pii róoy haa-sep phlew pastel..
niw cit ambasaat amerikaŋ.
10. baat, min-cia craen ponmaan tee.
11. khñom haw tae puo?-maa? khñom
pii-bey né? tee.
13. look cəŋ ñam mēhoup ey, soum prap
khñom meel.
15. eñceŋ sruol haey. prəpún khñom
prəsep thvee mēhoup khmae nah.
16. coh sraa.. look coul-cet sraa ey?
18. look coul-cet sraa tumpéŋ baay-cuu tee?
20. eñceŋ thəy saw maəŋ prammuoy,
eñceəñ móo? naa?

amerikaŋ

2. baat, prohael tumnee tee,
meel tiw.
4. baat, mian ey?
6. baat, khñom skól min-sew
chbah tee.
8. ou, eñcéŋ khñom min-bac baek
laan tee.
9. look mian eñceəñ phñiew móo
craen tee?
12. eñceŋ sruol haey!
14. baat, mēhoup ey koo baan dae,
tae khñom cəŋ saa? mēhoup
khmae meəcəŋ.
17. baat, viskii koo baan, byee
koo baan.
19. baat, sraa tumpéŋ baay-cuu,
khñom douc min cəmnoul
ponmaan tee.
21. baat! eñceŋ khñom soum lia
sen haey.

NOTES

1. Discontinuous Constructions

In the previous unit (27, Notes, end) we described a construction which has two separate elements that do not follow each other directly in any sentence containing it:

Q ko ...' dae.

'all Q are equivalent'

(as in /nənaa ko douc nənaa' dae/, 'Every person is like every other one.')

Such a construction is called discontinuous. The present unit contains several more examples of discontinuous constructions.

a) ...ko baan,,...ko baan.

'either one will do.'

Example: viskii ko baan,, byee ko baan.

'Either whiskey or beer would be fine.'

The things presented as alternatives are usually noun expression, but may also be whole predicates. Further examples are in Drill K.

b) te (tae)...' teh (tee)!

'only, nothing but'

In this construction, the subject matter to be restricted by 'only' is always squarely bracketed between the two parts of the construction. Thus the restriction is often much more explicit than it is in English.

Examples:

khñom tiñ sephiw te muoy' teh! 'I bought only one book.'
(the total number of books I bought was one.)

khñom tiñ te sephiw muoy' teh! 'I bought only a book.'
(all I bought was a book)

Note that if the restriction applies to the whole predicate, /krón-te, is usually used instead of /te/ by itself:

khñom krón-te tiñ sephiw muoy' teh! 'I only bought a book.'
(all I did was buy a book)

khñom haw te puo?-maa? khñom 'I just asked two or three of my
pii-bey né?' teh! friends.'

More examples are in Drill G.

c) min or min-ce (min-cia)...pemaan teh!

'not very much'

The thing bracketed by this construction is always a verb, adjective, or full predicate (not merely a noun expression), since /min/ and /min-ce/ are prior negatives. The whole construction is equivalent to the negative /min-sew/.

Examples:

baat, min-ce cèen pemaan' teh! 'No, not very many.'

sèa tepéj baay-cuu, khñom douc min 'Wine, I (guess I) don't very much
cmnoul pemaan' teh! care for.'

More examples are in Drills G and L.

d) ficeefi (eñficeefi)...! neh (naa).

'Please, I invite you to'

The expression bracketed by this construction may be an entire subject-predicate complex. Note that if the subject precedes the item /ficeefi/

the meaning is not 'invitation' but 'honorific motion' (see Note, Unit 24). When there is no subject at all, the meaning may be either, but in most contexts it is 'invitation.'

Examples:

look ñceəñ móo pesaa baay alew' ih?
'Are you coming to eat now?'

ñceəñ look móo pesaa baay alew' neh.
'Please (I invite you to) come eat now.'

ñceəñ thəy saw maon pmmuoy ñceəñ móo' neh.
'Then you'll come (or I invite you to come) on Saturday at six o'clock, won't you?'

Other examples are in Drill M.

- e) som (soum)... 'mēh (mēel) or neh (naa). 'Please, I request you to'
These two constructions have virtually the same meaning as /som/ by itself, but are a shade more polite. As in the case of /ñceəñ/, a whole subject-predicate complex may be bracketed.

Examples:

som look cam mēphlēt' neh. 'Please wait a moment, will you?'
soum pēap khñom' mēh. 'Please just tell me.'

Other examples are in Drills H and I.

As pre-verbal modifiers, both /som/ and /ñceəñ/ can have subjects and prior modifiers of their own:

khñom cəñ ñceəñ look móo pesaa baay.
'I want to invite you to come eat.'
khñom som lia sen' neh.
'I (beg to) say goodbye for a while.'

Other examples are in Drills B and G.

- f) pəhael (prəhael)..., mēel tiw. 'perhaps, I guess'
This construction brackets an entire predicate. The subject may come either before or after /pəhael/ when it occurs.

Examples:

baat, pəhael tmnee' tee, mēel tiw.
'Yes, (I) guess (I) am free.'

or baat, khñom pəhael tmnee' tee, mēel tiw.

or baat, pəhael khñom tmnee' tee, mēel tiw.

Very similar to /pəhael/ are /douc/ and /douc-cia/ 'apparently, it seems,' which may also occur in discontinuous construction with /mēel tiw/. In Sentence 19 of the Basic Dialogue, however, this was not the case, since another kind of discontinuous construction happened to occur in the same sentence, /min... pəmaan/:

khñom douc min cmnoul pəmaan' teh!
'I don't (seem to) particularly care for it.'

Other examples of /douc/ and /pəhael/ are in Drills L and M.

2. More Pre-verbal Modifiers

a) The negative /m-bac/ 'not have to'

This item is considered a compound negative (like /m-tón/, /m-səw/, etc.) since it has no corresponding positive form /bac/. Its logical opposite is /təw/ or /təw-te/ (/trəw-təe/) 'have to.' (The negative of the latter form, /m-təw/, is rare, and means 'shouldn't, mustn't' rather than 'not have to.')

Examples:

ñiceŋ khñom m-bac baek laan' teh!
 'In that case, I won't (don't) have to drive.'
 look təw-te baek. 'You have to drive.'
 khñom m-təw baek laan' teh! 'I shouldn't drive a car.'

Additional examples are in Drills D, E, and F.

b) Auxiliary verbs meaning 'like to,' etc.

This set of verbs, all of which can be negated, may have either nouns or other verbs as their objects, and hence often fall in the position of pre-verbal modifier.

cəŋ	'want (to)'
coul-cet	'like (to)'
cmnoul (comnoul)	'take to, care for'
cəh	'be able to, know (how to)'
pesop (prosoop)	'to be skillful at'

Examples are in Drills J, K, and L.

DRILLS

Drill A. Substitution

- | | |
|--|------------------------------|
| 1. thgay saw' nih, look tmnee' tee ih? | Are you free this Saturday? |
| 2. thgay atit' nih, look tmnee' tee ih? | Are you free this Sunday? |
| 3. thgay sok' nih, look tmnee' tee ih? | Are you free this Friday? |
| 4. thgay pəhóh' nih, look tmnee' tee ih? | Are you free this Thursday? |
| 5. thgay can' nih, look tmnee' tee ih? | Are you free this Monday? |
| 6. thgay nkia' nih, look tmnee' tee ih? | Are you free this Tuesday? |
| 7. thgay put' nih, look tmnee' tee ih? | Are you free this Wednesday? |

Drill B. Double Substitution

MODEL: Teacher: thɣay saw' nih, khñom cəŋ
 ñceəñ look móo pesaa baay
 phtéh khñom. (sok, ñam)

This Saturday, I would like
 to invite you to come and
 have a meal at my house.
 (Friday, eat)

Student: thɣay sok' nih, khñom cəŋ
 ñceəñ look móo ñam baay
 phtéh khñom.

This Friday, I would like to
 invite you to come and eat
 at my house.

1. thɣay atit' nih, khñom cəŋ ñceəñ
 look móo meel kon phtéh khñom.
 (saw, pesaa baay)
 thɣay saw' nih, khñom cəŋ ñceəñ
 look móo pesaa baay phtéh khñom.

This Sunday, I would like to invite
 you to come and see a movie at my
 house. (Saturday, have a meal)
 This Saturday, I would like to invite
 you to come and have a meal at my
 house.

2. thɣay sok' nih, khñom cəŋ ñceəñ
 look móo leeq phtéh khñom.
 (saw, rien)
 thɣay saw' nih, khñom cəŋ ñceəñ
 look móo rien phtéh khñom.

This Friday, I would like to invite
 you to come and visit my house.
 (Saturday, study)
 This Saturday, I would like to invite
 you to come and study at my house.

3. thɣay can' nih, khñom cəŋ ñceəñ
 look móo ñam kafee phtéh khñom.
 (atit, leeq)
 thɣay atit' nih, khñom cəŋ ñceəñ
 look móo leeq phtéh khñom.

This Monday, I would like to invite
 you to come and have coffee at my
 house. (Sunday, visit)
 This Sunday, I would like to invite
 you to visit my house.

4. thɣay put' nih, khñom cəŋ ñceəñ
 look móo meel tii-vii phtéh
 khñom. (sok, leeq)
 thɣay sok' nih, khñom cəŋ ñceəñ
 look móo leeq phtéh khñom.

This Wednesday, I would like to
 invite you to come and watch T.V.
 at my house. (Friday, visit)
 This Friday, I would like to invite
 you to come and visit my house.

Drill C. Response

MODEL: Teacher: look skól phtéh khñom'
 iniw?

Do you know where my house
 is yet?

Student: baat, khñom m-tón skól'
 leh!

No, I don't know where it
 is yet.

1. look cəh niyiey khmae' iniw?
 baat, khñom m-tón cəh niyiey'
 teh!

Do you know how to speak Cambodian
 yet?
 No, I don't know how to speak it
 yet.

- | | |
|--|---|
| 2. look cuop pepún khñom' iniw?
baat, khñom m-tón cuop' eh! | Have you met my wife yet?
No, I haven't met her yet. |
| 3. look sdap baan' iniw?
baat, khñom sdap m-tón baan' neh! | Have you understood yet?
No, I haven't understood yet. |
| 4. look rien cop' iniw?
baat, khñom rien m-tón cop' eh! | Have you finished studying yet?
No, I haven't finished studying yet. |
| 5. look kheeff' iniw?
baat, khñom m-tón kheeff' eh! | Do you see it yet?
No, I don't see it yet. |

Drill D. Substitution

- | | |
|---------------------------------------|--|
| 1. khñom m-bac baek laan' neh! | I won't have to drive my car. |
| 2. khñom m-bac <u>tiw phtéh'</u> teh! | I won't have to <u>go to the house</u> . |
| 3. khñom m-bac <u>rien'</u> neh! | I won't have to <u>study</u> . |
| 4. khñom m-bac <u>thee'</u> teh! | I won't have to <u>do it</u> . |
| 5. khñom m-bac <u>pàè'</u> teh! | I won't have to <u>translate it</u> . |
| 6. khñom m-bac <u>cuop'</u> eh! | I won't have to <u>meet them</u> . |
| 7. khñom m-bac <u>sdap'</u> eh! | I won't have to <u>listen to it</u> . |
| 8. khñom m-bac <u>meel'</u> leh! | I won't have to <u>look at it</u> . |

Drill E. Response

- | | |
|---|---|
| MODEL: <u>Teacher</u> : look baek laan' neh? | Are you driving your car?. |
| <u>Student</u> : tee, khñom m-bac baek
laan' neh! | No, I won't have to drive it. |
| 1. look tiw phtéh' teh?
tee, khñom m-bac tiw phtéh' teh! | Are you going to the house?
No, I won't have to go to the house. |
| 2. look rien' neh?
tee, khñom m-bac rien' neh! | Are you going to study it?
No, I won't have to study it. |
| 3. look thee' teh?
tee khñom m-bac thee' teh! | Are you going to do it?
No, I won't have to do it. |
| 4. look pàè' teh?
tee, khñom m-bac pàè' teh! | Are you going to translate it?
No, I won't have to translate it. |
| 5. look cuop' eh?
tee, khñom m-bac cuop' eh! | Are you going to meet them?
No, I won't have to meet them. |
| 6. look sdap' eh?
tee, khñom m-bac sdap' eh! | Are you going to listen to it?
No, I won't have to listen to it. |
| 7. look meel' leh?
tee, khñom m-bac meel' leh! | Are you going to look at it?
No, I won't have to look at it. |

Drill F. Transformation

- MODEL: Teacher: khñom m-bac baek laan' neh! (look)
Student: tee, look tèw-te baek! I won't have to drive the car. (you)
 No, you'll have to drive it.
1. khñom m-bac tiw phtéh' teh! (look sây)
 tee, look sây tèw-te tiw! I won't have to go to the house. (you)
 No, you'll have to go there.
2. khñom m-bac rien' neh! (kañaa)
 tee, kañaa tèw-te rien! I won't have to study it. (you)
 No, you'll have to study it.
3. khñom m-bac thee' teh! (kót)
 tee, kót tèw-te thee! I won't have to do it. (he)
 No, he'll have to do it.
4. khñom m-bac pàe' teh! (look kùu)
 tee, look kùu tèw-te pàe! I won't have to translate it.. (the teacher)
 No, the teacher will have to translate it.
5. khñom m-bac cuop' eh! (pépún khñom)
 tee, pépún khñom tèw-te cuop! I won't have to meet them. (my wife)
 No, my wife will have to meet them.
6. khñom m-bac sdap' eh! (koun seh)
 tee, koun seh tèw-te sdap! I won't have to listen to it. (the students)
 No, the students will have to listen to it.
7. khñom m-bac meel' leh! (boon khñom)
 tee, boon khñom tèw-te meel! I won't have to look at it. (my older brother)
 No, my older brother will have to look at it.

Drill G. Response

- MODEL: Teacher: look mian ficeefi phñiew móo cèen' teh? (puo?-maa? pii-bey né?)
Student: baat, min-ce cèen pemaan' teh! khñom haw te puo?-maa khñom pii-bey né? ' teh! Have you invited very many guests? (2 or 3 friends)
 No, not very many. I just asked two or three friends of mine.
1. look mian ficeefi phñiew móo cèen' teh! (koun seh buon né?)
 baat, min-ce cèen pemaan' teh! khñom haw te koun seh khñom buon né? ' teh! Have you invited very many guests? (4 students)
 No, not very many. I just asked four students of mine.

2. look mian ficeeñ phñiew móo cèen' teh? (booj-p'oun)
baat, min-ce cèen pemaan' teh!
khñom haw te booj p'oun khñom' teh!
3. look mian ficeeñ phñiew móo cèen' teh? (puo?-maa? mené?-pii)
baat, min-ce cèen pemaan' teh!
khñom haw te puo?-maa? khñom mené?-pii' teh!
4. look mian ficeeñ phñiew móo cèen' teh? (né? cit-khaaj
pmmuoy-pmpil né?)
baat, min-ce cèen pemaan' teh!
khñom haw te né? cit-khaaj
khñom pmmuoy-pmpil né?' teh!
5. look mian ficeeñ phñiew móo cèen' teh? (puo?-maa? pepún khñom
buon-pèam né?)
baat, min-ce cèen pemaan' teh!
khñom haw te puo?-maa? pepún
khñom buon-pèam né?' teh!

Have you invited very many guests?
(brothers and sisters)

No, not very many. I just asked
my brothers and sisters.

Have you invited very many guests?
(one or two friends)

No, not very many. I just asked
one or two friends of mine.

Have you invited very many guests?
(six or seven neighbors)

No, not very many. I just asked
six or seven neighbors of mine.

Have you invited very many guests?
(four or five of my wife's friends)

No, not very many. I just asked
four or five of my wife's friends.

Drill H. Substitution

1. look cəj ñam məhoup ey, som pèap khñom meel.
2. look cəj meel kon ey, som pèap khñom meel.
3. look cəj pasaa sèa ey, som pèap khñom meel.
4. look cəj aan səphiw ey, som pèap khñom meel
5. look cəj baek laan ey, som pèap khñom meel.
6. look cəj cuop nənaa, som pèap khñom meel.
7. look cəj tiw leej inaa, som pèap khñom meel.

Whatever kind of food you want to eat, please let me know.

Whatever movie you want to see, please let me know.

Whatever kind of liquor you want to drink, please let me know.

Whatever book you want to read, please let me know.

Whatever kind of car you want to drive, please let me know.

Whoever you want to meet, please let me know.

Wherever you want to go, please let me know.

8. look cɔŋ thee yaan meɛ, som pɛap
khñom meel.
9. look cɔŋ ñam mehoup ey, som pɛap
khñom meel.

However you want to do it, please
let me know.

Whatever kind of food you want
to eat, please let me know.

Drill I. Response

MODEL: Teacher: look cɔŋ ñam mehoup ey,
som pɛap khñom meel.
(saaʔ, mehoup khmae)

Whatever kind of food you
want to eat, please let
me know. (try, Cambodian
food)

Student: baat, mehoup ey ko baan'
dae, tae khñom cɔŋ
saaʔ mehoup khmae medɔɔŋ!

Well, any kind of food is
all right, but I would
like to try Cambodian food
once.

1. look cɔŋ meel kon ey, som pɛap
khñom meel. (meel, kon pɛaŋ)

Whatever movie you would like to
see, please let me know.
(to see, French movie)

baat, kon ey ko baan' dae, tae
khñom cɔŋ meel kon pɛaŋ medɔɔŋ!

Well, any kind of movie is all
right, but I would like to see
a French movie once.

2. look cɔŋ pesaa səa ey som pɛap
khñom meel. (saaʔ, səa tɛpɛŋ
baay-cuu)

Whatever kind of liquor you would
like to have, please let me know.
(try, wine)

baat, səa ey ko baan' dae, tae
khñom cɔŋ saaʔ tɛpɛŋ baay-cuu
medɔɔŋ!

Well, any kind of liquor is all
right, but I would like to try
wine for once.

3. look cɔŋ aan səphiw ey, som pɛap
khñom meel. (meel, kasaeɛ
ɔŋglee)

Whatever book you would like to
read, please let me know.
(read, English magazines)

baat, səphiw ey ko baan' dae, tae
khñom cɔŋ meel kasaeɛ ɔŋglee
medɔɔŋ!

Well, any kind of book is all
right, but I would like to read
an English magazine once.

4. look cɔŋ baek laan ey, som pɛap
khñom meel (baek, laan ameriʔkaŋ)

Whatever car you would like to
drive, please let me know.
(drive, American car)

baat, laan ey ko baan' dae, tae
khñom cɔŋ baek ameriʔkaŋ medɔɔŋ!

Well, any kind of car is all right,
but I would like to drive an
American car.

5. look coŋ tiw leen inaa, som pəap
khñom meel. (leen, muk véŋ)

baat, tiw inaa ko baan' dae, tae
khñom coŋ tiw leen muk véŋ
medoŋ!

Wherever you want to go, please
let me know. (visit, in front
of the palace)

Well, anywhere is all right, but
I would like to go visit the
front of the palace once.

Drill J. Multiple Substitution

1. pepún khñom pesop thee mehoup
khmae' ah.

My wife is very skillful at making
Cambodian food.

2. kañaa vansi pesop thee mehoup
khmae' ah.

Miss Vansy is very skillful at
making Cambodian food.

3. kañaa vansi ceh niyley onglee'
ah.

Miss Vansy is very good at speaking
English.

4. look saw ceh niyley onglee' ah.

Mr. Sau is very good at speaking
English.

5. look saw cmnoul sèa tepén
baay-cuu' ah.

Mr. Sau is fond of wine.

6. look smith cmnoul sèa tepén
baay-cuu' ah.

Mr. Smith is fond of wine.

7. look smith cmnoul mehoup khmae'
ah.

Mr. Smith is fond of Cambodian
food.

8. look smith pesop thee mehoup
khmae' ah.

Mr. Smith is very skillful at
making Cambodian food.

9. pepún khñom pesop thee mehoup
khmae' ah.

My wife is very skillful at making
Cambodian food.

Drill K. Response

MODEL: Teacher: look coul-cet sèa ey?
(viskii, byee)

What kind of liquor do you
like? (whiskey, beer)

Student: baat, viskii' ko baan,,
byee' ko baan.

Well, whiskey would be fine,
and beer would be fine.

1. look coul-cet mehoup ey?
(khmae, ameri'kaŋ)
baat, mehoup khmae' ko baan,,
mehoup ameri'kaŋ' ko baan.

What kind of food do you like?
(Cambodian, American)
Well, Cambodian food would be fine,
and American food would be fine.

2. look cōŋ pàe ey, dmbey tesse sebot?
(khmaw-day, dōŋ pakaa)

baat, khmaw-day' kō baan,, dōŋ
pakaa' kō baan.

3. look cōŋ niyley phiasaa ey?
(ōŋglee, pèaŋ)
baat, ōŋglee' kō baan,, pèaŋ kō
baan.

4. look coul-cet rien peel naa?
(yup, thray)
baat, yup' kō baan,, thray' kō
baan.

5. look cōŋ pesaa baay nīw-inaa?
(phtéh khñom, phtéh baay)
baat, phtéh khñom' kō baan,, phtéh
baay' kō baan.

What would you like to use to
write the letter with?
(pencil, pen)

Well, a pencil would be all right,
or a pen would be all right.

What language do you want to
speak? (English, French)
Well, English would be fine, or
French would be fine.

What time do you like to study?
(night, day)
Well, at night is all right, or
in the day time is all right.

Where would you like to eat?
(my house, a restaurant)
Well, at my house would be all
right, or at a restaurant would
be all right.

Drill L. Response

MODEL: Teacher: look coul-cet sèa tepéŋ
baay-cuu' teh?

Do you like wine?

Student: baat, sèa tepéŋ baay-cuu,
khñom douc min cmnoul
pemaan' neh!

Well, I don't particularly
care for wine.

1. look coul-cet mehoup ameri'kaŋ eh?
baat, mehoup ameri'kaŋ, khñom douc
min cmnoul pemaan' neh!

Do you like American food?
Well, I don't particularly care
for American food.

2. look coul-cet viski' teh?
baat, viski', khñom douc min
cmnoul pemaan' neh!

Do you like whiskey?
Well, I don't particularly care
for whiskey.

3. look coul-cet mehoup cen' neh?
baat, mehoup cen, khñom douc min
cmnoul pemaan' neh!

Do you like Chinese food?
Well, I don't particularly care
for Chinese food.

4. look coul-cet tek-taē tek-koo' teh?
baat, tek-taē tek-koo', khñom douc
min cmnoul pemaan' neh!

Do you like iced tea?
Well, I don't particularly care
for iced tea.

5. look coul-cet kafee tek-doh-koo' teh?
baat, kafee tek-doh-koo, khñom douc
min cmnoul pemaan' neh!

Do you like coffee with cream?
Well, I don't particularly care
for coffee with cream.

6. look coul-cet mēhoup pèaŋ' eh?
 baat, mēhoup pèaŋ, khñom douc min
 cmnoul pemaan' neh!

Do you like French food?
 Well, I don't particularly care
 for French food.

Drill M. Response

MODEL: Teacher: ñceŋ, thŋay saw, ñceēñ
 móo phtéh khñom' neh?

Student: baat, thŋay saw, khñom
 pehael m baan móo phtéh
 look' eh!

Then you come to my house on
 Saturday, will you?

Well, on Saturday I probably
 won't be able to come to
 your house.

1. ñceŋ thŋay atit, ñceēñ móo berou
 khñom' neh?

baat, thŋay atit, khñom pehael m
 baan móo berou look' teh!

Then you'll come to my office on
 Sunday, will you?

Well, on Sunday I probably won't
 be able to come to your office.

2. ñceŋ thŋay sok, ñceēñ móo outaet
 khñom' neh?

baat, thŋay sok, khñom pehael m
 baan móo outaet look' eh!

Then you'll come to my hotel on
 Friday, will you?

Well, on Friday I probably won't
 be able to come to your hotel.

3. ñceŋ thŋay pehóh, ñceēñ móo kelaet
 khñom' neh?

baat, thŋay pehóh, khñom pehael m
 baan móo kelaet look' eh!

Then you'll come to my place on
 Thursday, will you?

Well, on Thursday I probably won't
 be able to come to your place.

4. ñceŋ thŋay can, ñceēñ móo haan
 khñom' neh?

baat, thŋay can, khñom pehael m
 baan móo haan look' eh!

Then you'll come to my store on
 Monday, will you?

Well, on Monday I probably won't
 be able to come to your store.

5. ñceŋ thŋay put, ñceēñ móo ktup
 khñom' neh?

baat, thŋay put, khñom pehael m
 baan móo ktup look' eh!

Then you'll come to my room on
 Wednesday, will you?

Well, on Wednesday I probably won't
 be able to come to your room.

UNIT 29

BASIC DIALOGUE

Sareth

1. cmìep suo, sərɪn! coul' moh..
khaan cuop yuu' eh.

Hello, Sarin! Come on in. I
haven't seen you for a long time.

Sarin

2. som tooh' neh.. laan khñom khouc
kedaal phlew, baan-ce yuu ntec'ñ.

Sorry, my car broke down on the
and that's why I am a little
bit late.

Sareth

3. inaa' look sèy?

Where's your wife?

Sarin

4. baat, m baan móo' teh! mian
thuré? ntec!

Oh, she couldn't come. She got a
little bit tied up.

Sareth

5. yii, sdaay' neh!

Oh, that's too bad!

Sarin

6. kee coŋ móo nah daε, taε mæseɪ
meñ tɛw tɪw batteboŋ, pruh
medaay khmeek khñom kót m-səw
sùol khluon!

She wanted to come, too, but
yesterday she had to go to
Battambang, because my
mother-in-law isn't very well.

Sareth

7. ŋkaal kót ñceəñ móo viñ?

When will she be back?

Sarin

8. taam kee pəap khñom, thaə
təloɔp móo viñ ləŋɛc nɪŋ' eh.

According to what she told me,
she'll be back this evening.

Sareth

9. mɛc, kɪt khlaem éy ntec-ntuoc
sen' ih?

Well, will you have a little
something to drink?

Sarin

10. mian ey? mian ey-khləh?

Why not? What do you have?

Sareth

11. baat, khñom mian viskii, byəe
kouña? !.

Well, I have whiskey, beer, cognac.

Sarin

12. ńiceŋ soum viskií soudaa mekaew'
moh.

niyiey ńiceŋ, khñom niw m baan
yuu' teh, leŋiee niŋ..

In that case let me have a whiskey
soda.

By the way, I can't stay very long,
this evening.

Sareth

14. mian ey? peñap tiw naa!?

Why not? Where are you hurrying to?

Sarin

15. ou, khñom tẽw tiw tetuol pepún
khñom niw géa atiah-phleŋ,
maoŋ dop kalah.

Oh, I have to go meet my wife at
the railroad station at 10:30.

Sareth

16. mian ey? tumróm dól peel niŋ,
yeŋ ñam baay ruoc' eh.

So what? By that time, we'll be
thru eating.

Sarin

17. ńiceŋ' eh, petae khñom tẽw-te tiw
mun maoŋ' ntec, khlaac atiah-
phleŋ medól mun maoŋ'

That's true, but I ought to get
there a little ahead of time,
just in case the train arrives
ahead of time.

Sareth

18. ńiceŋ peñap sòh-sòup' tiw neh.

Then let's have a quick bite,
all right?

Sarin

19. baat.

All right.

DIALOGUE FOR COMPREHENSION

look Sareth

1. cumriep suo, sarin! coul móo?..
khaan cuop yuu haey.

3. aenaa look sreŋ?

5. yii, sdaay nah!

7. oŋkaal kót eñceeñ móo? viñ?

look Sarin

2. soum tooh naa. laa' khñom khouc
kondaal phlew, baan-cia yuu
ntec.

4. baat, min baan móo? tee. mian
thuré? ntec.

6. kee coŋ móo? nah dae, tae mesel
meñ trew tiw batdomboŋ, prúh
medaay khmeek khñom kót min-sew
sruol khluon.

8. taam kee prap khñom, thaa trólöp
móo? viñ leŋiee niŋ haey.

9. məc, kit khlaem ey bontec-bontuoc
sen rih?
10. mian ey? mian ey-khlah?
11. baat, khñom mian viskii, byee, kouña?
12. eñceñ soum viskii soudaa
mekaeaw móo?.
13. niyley eñceñ, khñom niw min
baan yuu tee, leñiee niq..
14. mian ey? proñap tiw naa rih?
15. ou, khñom trew tiw tetuol propún
khñom niw gaa rótiah-phleeñ,
maoñ dáp kónlah.
16. mian ey? tumróm dol peel niq,
yeen ñam baay ruoc haey.
17. eñceñ haey, pontae khñom trew-tae
tiw mun maoñ bontec, khlaac
rótiah-phleeñ móo? dol mun maoñ.
18. eñceñ proñap sròh-sroup tiw, naa.
19. baat.

NOTE: Pseudo-Negative Verbs

Three of the verbs in this unit have in common the possibility of replacing negative expressions (negative plus verb), in such a way that a negative translation in English is usually possible. These verbs are /khmian/ 'doesn't have, there isn't,' /khaan/ 'didn't, won't,' and /khlaac/ 'for fear that, so that..not.' Only /khmian/ is in any sense a true negative, however; as a main verb it is usually followed by /tee/. The last two verbs can themselves be negated: /m khaan/ 'not fail' and /m khlaac/ 'not fear,' and they are not ordinarily followed by /tee/ unless such negation is present.

The three verbs in question often function as negatives of such other verbs as /mian/ 'to have, there is,' /meen/ 'to be the one,' and the item /baan/ in all its uses (review Note 1. of Unit 26-- you will also need the information given in that note to perform Drills B, C, and E of this unit.)

1. /khmian/ is the equivalent of /m mian/ 'not have' and also of the negative /min/ itself, when reference is made to a single event in the past.

Examples:	khñom <u>mian</u> sephiw.	'I <u>have</u> books.'
	khñom <u>khmian</u> sephiw' teh!	'I <u>don't have</u> books.'
	khñom <u>min</u> ñiceeñ phñiew móo cèen' teh!	'I <u>didn't</u> invite a lot of guests.'
	khñom <u>khmian</u> ñiceeñ phñiew móo cèen' teh!	'I <u>haven't</u> invited a lot of guests.'

2. /khaan/ is the equivalent of /m baan/ 'not get, not get to' in some of its uses (e.g. as a prior or main verb), and also of /min/ itself when it refers to a long stretch of time (usually in the past); /m khaan/ 'without fail' is the equivalent of /meen/ 'certainly.'

Examples:	<u>m baan</u> coup khnia yuu' eh.	'We <u>didn't get to</u> see each other for a long time.'
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<u>khaan</u> cuop khnia yuu' eh.	'We <u>haven't</u> seen each other for a long time.'
kót <u>m</u> móo leeq yuu' eh.	'He <u>didn't</u> come to visit us for a long time.'
kót <u>khaan</u> móo leeq yuu' eh.	'He <u>hasn't</u> come to visit us in a long time.'
khñom tiw leeq phtéh look <u>méen</u> !!	'I <u>sure</u> will go to your house!'
khñom tiw leeq phtéh look <u>m khaan</u> .	'I'll go to your house <u>without fail</u> .'

3. /khlaac/ is, in a sense, the opposite of /oy-baan/ 'so that,' since it means 'so that...not.'

khñom cih sikhlou tiw, <u>oy-baan</u> dol chap.	'I'm taking a cyclo, <u>so that</u> I'll get there fast.'
khñom cih sikhlou tiw, khlaac tedol yiit.	'I'm taking a cyclo, <u>so that I</u> <u>won't</u> get there late.'

The three pseudo-negatives are emphasized in Drills J. and K of this unit.

NEW VOCABULARY: Times of Day

At present most Cambodian speakers use the following system to indicate times of day, although older systems are still in existence in the country. A twelve-hour base is involved, as in English colloquial usage. But instead of using only two distinctive terms ('a.m.' and 'p.m.') Cambodians distinguish many different periods of the day and night in connection with clock terms. The most common distinguishers are:

pèk (prék)	'morning'	asial (róosial)	'afternoon'
thgay	'daytime'	løjlec	'late afternoon, evening'
thgay tòon (trou)	'noon'	yup	'evening, night'

Since different individuals vary in their usage of these terms (as do English speakers with the comparable English terms), it is dangerous to assign clock limits to any particular item. For 'three p.m.', for example, you may hear /maon bey asial/ or /maon bey løjlec/. There is never any ambiguity, however, as to whether 'a.m.' or 'p.m.' is meant.

/maon/ 'hour, o'clock' is used in all time-of-day expressions. For fractions of an hour, only /kelah/ (konlah/) is common. Minutes are counted either with /menut/ or /niatii/, the former being more common in urban areas. Note that word order is of primary importance wherever /maon/ and /kelah/ are involved:

bey maon	'three hours' (duration)	maon bey	'three o'clock' (time of day)
kelah maon	'half an hour'	maon kelah	'an hour and a half'
bey maon kelah	'three and a half hours'	maon bey kelah	'3:30'

DRILLS

Drill A. Substitution

- | | |
|---|---------------------------------------|
| 1. som tooh' neh, laan khñom khouc! | Sorry, my car broke down. |
| 2. som tooh' neh, <u>doon paka</u> khñom khouc! | Sorry, my <u>pen</u> stopped working. |
| 3. som tooh' neh, <u>leboh</u> khñom khouc! | Sorry, <u>mine</u> stopped working. |
| 4. som tooh' neh, leboh khñom <u>ba</u> ? | Sorry, mine is <u>broken</u> . |
| 5. som tooh' neh, <u>khmaw-day</u> khñom ba? | Sorry, my <u>pencil</u> is broken. |
| 6. som tooh' neh, khmaw-day khñom <u>m l'oo</u> 'teh! | Sorry, my pencil <u>is no good</u> . |
| 7. som tooh' neh, <u>laan</u> khñom m l'oo 'teh! | Sorry, my <u>car</u> is no good. |
| 8. som tooh' neh, laan khñom <u>khouc</u> ! | Sorry, my car <u>broke down</u> . |

Drill B. Substitution

- | | |
|--|--|
| 1. som tooh' neh, laan khñom khouc,
baan-ce yuu ntec'ñ. | Sorry, my car broke down and so
I was a little late. |
| 2. som tooh' neh, <u>khñom m suol khluon</u> ,
baan-ce yuu ntec'ñ. | Sorry, <u>I didn't feel well</u> and so
I was a little late. |
| 3. som tooh' neh, <u>khñom tiw meel kon</u> ,
baan-ce yuu ntec'ñ. | Sorry, <u>I went to a movie</u> and so
I was a little late. |
| 4. som tooh' neh, <u>khñom tèt tiw phtéh</u> ,
baan-ce yuu ntec'ñ. | Sorry, <u>I had to go home</u> and so I
was a little late. |
| 5. som tooh' neh, <u>khñom tèt rien khmae</u> ,
baan-ce yuu ntec'ñ. | Sorry, <u>I had to study Cambodian</u>
so I was a little late. |
| 6. som tooh' neh, <u>khñom tèt cam pepún</u>
<u>khñom</u> , baan-ce yuu ntec'ñ. | Sorry, <u>I had to wait for my wife</u>
so I was a little late. |
| 7. som tooh' neh, <u>khñom tèt cuop n kót</u> ,
baan-ce yuu ntec'ñ. | Sorry, <u>I had to meet him</u> so I was
a little late. |
| 8. som tooh' neh, <u>laan khñom khouc</u> ,
baan-ce yuu ntec'ñ. | Sorry, <u>my car broke down</u> so I was
a little late. |

Drill C. Response

- MODEL: Teacher: inaa' look sêy? (mian thuré? ntec)
Student: baat, m baan móo' teh, mian thuré? ntec!
- Where is your wife? (She got a little tied up)
 Well, she couldn't come, she got a little tied up.
1. inaa' look sêy? (m sùol khluon)
 baat, m baan móo' teh, m sùol khluon!
- Where is your wife? (not well)
 Well she couldn't come, she's not well.
2. inaa' look sêy? (tèw tîw batteboon)
 baat, m baan móo' teh, tèw tîw batteboon!
- Where is your wife? (had to go to Battambang)
 Well she couldn't come, she had to go to Battambang.
3. inaa' look sêy? (tèw tîw rien)
 baat, m baan móo' teh! tèw tîw rien!
- Where is your wife? (had to go study)
 Well she couldn't come, she had to go study.
4. inaa' look sêy? (tèw cuop ɲ kee ntec)
 baat, m baan móo' teh, tèw cuop ɲ kee ntec!
- Where is your wife? (had to meet them for a while)
 Well she couldn't come, she had to meet with them for a while.

Drill D. Response

- MODEL: Teacher: kee coŋ móo nah daε.
 (kót, tèw tîw batteboon)
Student: kót coŋ móo nah daε, tae tèw tîw batteboon!
- They wanted to come, too.
 (he, had to go to Battambang)
 He wanted to come, too, but he had to go to Battambang.
1. kee coŋ móo nah daε. (pəpún khñom, m-səw sùol khluon)
 pəpún khñom coŋ móo nah daε, tae m-səw sùol khluon!
- They wanted to come, too. (my wife, not very well)
 My wife wanted to come, too, but she wasn't very well.
2. kee coŋ móo nah daε. (pʰoun khñom, mian thuré? ntec)
 pʰoun khñom coŋ móo nah daε, tae mian thuré? ntec!
- They wanted to come, too. (my younger brother, had some business)
 My younger brother wanted to come, too, but he had some business.
3. kee coŋ móo nah daε. (boon khñom, tèw tîw rien)
 boon khñom coŋ móo nah daε, tae tèw tîw rien!
- They wanted to come, too. (my older brother, had to go study)
 My older brother wanted to come, too, but he had to go study.

- | | |
|---|---|
| <p>4. kee cəŋ móo nah daɛ. (mədaay khñom, tɛw cuop ɲ kee)
mədaay khñom cəŋ móo nah daɛ, taɛ
tɛw cuop ɲ kee!</p> <p>5. kee cəŋ móo nah daɛ. (ɔpuk khñom, mian thurɛʔ ntɛc)
ɔpuk khñom cəŋ móo nah daɛ, taɛ
mian thurɛʔ ntɛc!</p> | <p>They wanted to come, too. (my mother, meet with them)
My mother wanted to come, too, but she had to meet with them.</p> <p>They wanted to come, too. (my father, had some business)
My father wanted to come, too, but he had some business.</p> |
|---|---|

Drill E. Substitution

- | | |
|--|---|
| <p>1. niyiey ñcəŋ, khñom nɪw m baan yuu' teh!</p> <p>2. niyiey ñcəŋ, khñom <u>rien</u> m baan yuu' teh!</p> <p>3. niyiey ñcəŋ, khñom <u>mɛɛl sɛphɪw</u> m baan yuu' teh!</p> <p>4. niyiey ñcəŋ, khñom <u>tɛsɛ</u> m baan yuu' teh!</p> <p>5. niyiey ñcəŋ, khñom <u>mɛɛl kon</u> m baan yuu' teh!</p> <p>6. niyiey ñcəŋ, khñom <u>móo</u> m baan yuu' teh!</p> <p>7. niyiey ñcəŋ, khñom <u>cuop kót</u> m baan yuu' teh!</p> <p>8. niyiey ñcəŋ, khñom <u>nɪw nuh</u> m baan yuu' teh!</p> | <p>By the way, I can't stay very long.</p> <p>By the way, I can't <u>study</u> very long.</p> <p>By the way, I can't <u>look at the books</u> very long.</p> <p>By the way. I can't <u>write</u> very long.</p> <p>By the way, I can't <u>watch the movie</u> very long.</p> <p>By the way, I can't <u>come</u> for very long.</p> <p>By the way, I can't <u>meet with him</u> very long.</p> <p>By the way, I can't <u>stay there</u> very long.</p> |
|--|---|

Drill F. Response

- | | |
|--|--|
| <p>MODEL: <u>Teacher</u>: ɲkaal kót ñcɛɛñ móo viñ?
(ləŋieɛ nɪɲ)</p> <p><u>Student</u>: taam kee pɛap khñom, thaɛ tɛləp móo viñ ləŋieɛ nɪɲ'ɛh.</p> <p>1. ɲkaal kót ñcɛɛñ móo viñ? (pɛk sʔaɛk)</p> <p>taam kee pɛap khñom, thaɛ tɛləp móo viñ pɛk sʔaɛk' ɛh.</p> | <p>When is she coming back?
(this evening)</p> <p>According to <u>what</u> she told me, she is coming back this evening.</p> <p>When is she coming back? (tomorrow morning)</p> <p>According to what she told me, she is coming back tomorrow morning.</p> |
|--|--|

2. ឡកាត កត់ អីចេញ ម៉ោង វិញ?
(មាឡ បម្រើ ប៉េក)
តាម កើ ប៉េប ក្នុង, ថា តែប
ម៉ោង វិញ មាឡ បម្រើ ប៉េក' ឲ្យ.

When is she coming back? (8 a.m.)

According to what she told me,
she is coming back at 8 a.m.

3. ឡកាត កត់ អីចេញ ម៉ោង វិញ?
(មាឡ ចុប យុប)
តាម កើ ប៉េប ក្នុង, ថា តែប
ម៉ោង វិញ មាឡ ចុប យុប' ឲ្យ.

When is she coming back?

(10 p.m.)

According to what she told me, she
is coming back at 10 p.m.

4. ឡកាត កត់ អីចេញ ម៉ោង វិញ? (ស្រែក)
តាម កើ ប៉េប ក្នុង, ថា តែប
ម៉ោង វិញ ស្រែក' ឲ្យ.

When is she coming back? (tomorrow)

According to what she told me, she
is coming back tomorrow.

5. ឡកាត កត់ អីចេញ ម៉ោង វិញ?
(មាឡ ប្រុង ឧសា)
តាម កើ ប៉េប ក្នុង, ថា តែប
ម៉ោង វិញ មាឡ ប្រុង ឧសា' ឲ្យ.

When is she coming back?

(4 p.m.)

According to what she told me, she
is coming back at 4 p.m.

Drill G. Multiple Substitution

1. ស្ទុម វិស្កី ស្ទុដា ម៉េកាឡ' ម៉ូ.
2. ស្ទុម វិស្កី ស្ទុដា ពី កាឡ' ម៉ូ.
3. ស្ទុម ប៊ែ ពី កាឡ' ម៉ូ.
4. ស្ទុម តិក-តា ពី កាឡ' ម៉ូ.
5. ស្ទុម តិក-តា ម៉េកាឡ' ម៉ូ.
6. ស្ទុម វិស្កី ម៉េកាឡ' ម៉ូ.
7. ស្ទុម កូណា? ម៉េកាឡ' ម៉ូ.
8. ស្ទុម វិស្កី ស្ទុដា ម៉េកាឡ' ម៉ូ.

Please give me a glass of whiskey
soda.

Please give me two glasses of
whiskey soda.

Please give me two glasses of beer.

Please give me two glasses of tea.

Please give me a glass of tea.

Please give me a glass of whiskey.

Please give me a glass of cognac.

Please give me a glass of whiskey
soda.

Drill H. Multiple Substitution

1. ក្នុង តែ ពី តេតូល បេប៉ុន ក្នុង
និ ទេ ឆាហ-ផ្លែ មាឡ ចុប
កេហ.
2. ក្នុង តែ ពី តេតូល បេប៉ុន ក្នុង
និ វិល យ៉ុន-អ៊ុន មាឡ ចុប កេហ.
3. ក្នុង តែ ពី តេតូល បេប៉ុន ក្នុង
និ វិល យ៉ុន-អ៊ុន មាឡ ប្រុង ឧសា កេហ.

I have to go meet my wife at the
railroad station at 10:30.

I have to go meet my wife at the
airport at 10:30.

I have to go meet my wife at the
airport at 7:30.

- | | |
|--|---|
| 4. khñom tèt taw tetuol p'oun khñom
naw vial yún-hoh maon pmpil kelah. | I have to go meet my <u>younger brother</u>
at the airport at 7:30. |
| 5. khñom tèt taw tetuol p'oun khñom
naw vial yún-hoh <u>maon buon</u> kelah. | I have to go meet my younger brother
at the airport at <u>4:30</u> . |
| 6. khñom tèt taw tetuol p'oun khñom
<u>naw géa atiah-phlæŋ</u> maon buon
kelah. | I have to go meet my younger brother
<u>at the railroad station</u> at 4:30. |
| 7. khñom tèt taw tetuol <u>pepún khñom</u>
naw géa atiah-phlæŋ maon buon
kelah. | I have to go meet <u>my wife</u> at the
railroad station at 4:30. |
| 8. khñom tèt taw tetuol pepún khñom
naw géa atiah-phlæŋ <u>maon dop</u>
<u>kelah</u> . | I have to go meet my wife at the
railroad station at 10:30. |

Drill I. Multiple Substitution

- | | |
|--|--|
| 1. mian ey, tumróŋ dól peel nŋ,
yeen fiam baay ruoc' eh. | So what, by that time we'll be
finished eating. |
| 2. mian ey, tumróŋ dól peel nŋ,
yeen <u>meel kon</u> ruoc' eh. | So what, by that time we'll be
finished <u>watching the movie</u> . |
| 3. mian ey, tumróŋ dól <u>maon bey</u> ,
yeen meel kon ruoc' eh. | So what, by <u>3 o'clock</u> we'll be
finished watching the movie. |
| 4. mian ey, tumróŋ dól maon bey,
yeen <u>sòh-sòup</u> ruoc' eh. | So what, by 3 o'clock we'll be
finished <u>having a bite to eat</u> . |
| 5. mian ey, tumróŋ dól <u>maon pmbuon</u> ,
yeen sòh-sòup ruoc' eh. | So what, by <u>9 o'clock</u> we'll be
finished having a bite to eat. |
| 6. mian ey, tumróŋ dól maon pmbuon,
yeen <u>fiam baay</u> ruoc' eh. | So what, by 9 o'clock we'll be
finished <u>eating</u> . |
| 7. mian ey, tumróŋ dól <u>peel nŋ</u> ,
yeen fiam baay ruoc' eh. | So what, by <u>that time</u> we'll be
finished eating. |

Drill J. Response

MODEL: Teacher: məc, pəŋap' ih?
(atiah-phleeŋ)

Student: baat, pəŋap'm.. khlaac
atiah-phleeŋ meɔl
mun maŋ.

Say, what's the hurry?
(train)

Well, I am in a hurry. I am
afraid the train will get
here ahead of time.

1. məc, pəŋap' ih? (laan chnuol)
baat, pəŋap'm.. khlaac laan chnuol
meɔl mun maŋ.

Say, what's the hurry? (bus)
Well, I am in a hurry. I am afraid
the bus will get here ahead of
time.

2. məc, pəŋap' ih? (phŋiew)
baat, pəŋap'm.. khlaac phŋiew
meɔl mun maŋ.

Say, what's the hurry? (guest)
Well, I am in a hurry. I am
afraid the guest will get here
ahead of time.

3. məc, pəŋap' ih? (yún-hoh)
baat, pəŋap'm.. khlaac yún-hoh
meɔl mun maŋ.

Say, what's the hurry? (airplane)
Well, I am in a hurry. I am afraid
the airplane will get here ahead
of time.

4. məc, pəŋap' ih? (koun seh)
baat, pəŋap'm.. khlaac koun
seh meɔl mun maŋ.

Say, what's the hurry? (students)
Well, I am in a hurry. I am afraid
the students will get here ahead
of time.

5. məc, pəŋap' ih? (p'oun khŋom)
baat, pəŋap'm.. khlaac p'oun
khŋom meɔl mun maŋ.

Say, what's the hurry? (my younger
brother)
Well, I am in a hurry, I am afraid
my younger brother will get here
ahead of time.

Drill K. Transformation: /khaan/ and /khmian/

MODEL: Teacher: look sereet nŋ look
sɛy saat m baan
khœñ khnia yuu' eh.

Student: look sereet nŋ look
sɛy saat khaan khœñ
khnia yuu' eh.

Mr. Sareth and Mrs. Saat
haven't seen each other
for a long time.

Mr. Sareth and Mrs. Saat
have missed seeing each
other for a long time.

1. look smith min ŋiceñ phŋiew móo
cèen' teh!
look smith khmian ŋiceñ phŋiew
móo cèen' teh!

Mr. Smith hasn't invited very
many guests.

Mr. Smith hasn't invited very
many guests.

- | | |
|---|---|
| 2. kañaa vansi <u>m</u> móo leeq
yuu' eh.
kañaa vansi <u>khaan</u> móo leeq
yuu' eh. | Miss Vansy <u>didn't</u> come to visit
for a long time.
Miss Vansy <u>has failed</u> to come to
visit for a long time. |
| 3. khñom douccia <u>m mian</u> kaa thee
cèen' teh!
khñom douccia <u>khmian</u> kaa thee
cèen' teh! | I guess I <u>don't have</u> very much
work to do.
I guess I <u>don't have</u> very much
work to do. |
| 4. khñom tiw leeq phtéh look mæn!!
khñom tiw leeq phtéh look <u>m khaan</u> ! | I will <u>certainly</u> go visit your house!
I will go visit your house <u>without</u>
<u>fail</u> ! |

UNIT 30

NARRATION

1. rôl prik, thômmedaa khñom phñé? pii keen maon prampil.
 2. khñom baek raadyou sdap domneq, ruoc haey khñom tiw bontup tik.
 3. khñom lup-lian muk khñom nin sebun, doh thmifñ, kao puk mót.
 4. ruoc khñom nuut tik, ko? so?
 5. luh nuut tik ruoc haey, khñom yoo? konsaen mooo? cuut khluon.
 6. haey khñom koo set so?.
-
1. Each morning, I usually get out of bed at 7:00.
 2. I turn on the radio to listen to the news, and then I go to the bathroom.
 3. I wash my face with soap, brush my teeth, and shave.
 4. After that I take a shower, and wash my hair.
 5. When I am through taking a shower, I take a towel and dry myself off.
 6. Then I comb my hair.
- - - - -
7. too mooo?, khñom koo trolop tiw khnon bontup keen khñom vifñ, daembey nin slie? pé?.
 8. kraoy mooo?, khñom coh tiw kraom, tiw khnon phtéh baay.
 9. niw nuh, khñom kheen propún khñom kompún-tae riep-com baay prik aoy khñom.
 10. niw lee tok, khñom kheen mian póon món cian, boboo, numpan, kafee, la?.
 11. thômmedaa khñom ñam kafee pii rii bey peen niw peel baay prik.
 12. niw peel nuh, khñom taen-tae meel kasat.
-
7. Later on I go back into my bedroom in order to get dressed.
 8. After that, I go downstairs into the dining room.
 9. There, I see my wife preparing breakfast for me.
 10. On the table, I see fried eggs, soup, bread, coffee, etc.
 11. Usually I drink two or three cups of coffee at breakfast.
 12. During that time, I always read the newspaper.
- - - - -
13. luh ñam baay ruoc haey, khñom koo kuh chee-kuh, ñam barey.
 14. propún khñom, thômmedaa kee ñam sukkelaa rii tik-tae.
 15. kót taen-tae coul-cet niyiey pii-nih pii-nuh, niw peel yeen kompún ñam baay.
-
13. When I am finished eating, I light up a match and smoke a cigarette.
 14. My wife usually has cocoa or tea.
 15. She always likes to talk about this and that while we are eating.
- - - - -
16. maon prambey cit konlah haey, khñom coul tiw khnon bontup tik medoon tiet, daembey-nin lian day kepul mót.
 17. maon prambey konlah haey, propún khñom yoo? kataap haey-nin muo? aoy khñom.
 18. khñom pé? muo?, ruoc haey khñom thaep lia propún khñom.
 19. khñom ceñ pii phtéh, ruoc baek laan tiw thvee kaa.

16. When it gets close to 8:30 I go into the bathroom again to wash my hands and face.
17. At 8:30, my wife gets my briefcase and hat for me.
18. I put on the hat, and then I kiss my wife good-bye.
19. I go out of the house and drive my car to work.

- - - - -

NEW VOCABULARY: Personal Toilet

1. Verbs

deek	to lie down, sleep
lúʔ	to fall asleep
phhé	to wake up, get up
lian	to wash (general)
ɲut, ɲut tik	to bathe (Cambodian style), shower
muc, muc tik	to bathe (immerse)
kepul (kəmpul) mót	to wipe (the mouth)
lup (lup muk)	to wash (the face)
cuut	to dry
kao	to shave
koʔ, koʔ soʔ	to wash (the hair)
set, set soʔ	to comb (the hair)
doh, doh thmiñ	to brush (the teeth)
slieʔ	to put on lower garments
péʔ	to put on upper garments
doh	to take off (clothes)
kuh	to light, strike
thaep	to kiss

2. Nouns

kreɛ	bed
tok (toʔ)	table
khluon	body
day	hands, arms
ceɛŋ	feet, legs
muk	face
mót	mouth
tek (tik)	water
sebuu	soap
kesaɛŋ (konsaɛŋ)	towel
puk mót	beard, mustache
soʔ	hair (on head)

kèah (krah)	comb
thmif	teeth
cèah (crah)	brush
khao-aaw	clothing
kataap	briefcase
chekuh (chee-kuh)	match
barøy	cigarettes

3. Phrases

deek m lú?	to be unable to sleep
phñé? pii keen	to get out of bed
lup-liar muk	to wash the face, wipe the face
kəpul mót	to wipe the mouth
liar day	to wash the hands
kao puk mót	to shave the face
kèah set-so?	a comb
cèah doh-thmif	a toothbrush
doh khao-aaw	to take off clothing
thaep-lia pepún	to kiss ones wife goodbye
kuh chekuh	to light a match
ñam barøy	to smoke a cigarette

NOTE: Review of Time Expressions

In the preceding units you have acquired many new vocabulary items and constructions relating to time. Although most of these words and expressions have close counterparts in English, the mutual relationships and class memberships of the Cambodian terms can only be viewed in terms of Cambodian syntax; in other words, to know which of several similar-sounding time expressions to use, you must know something about the position and function of each item, as well as its general meaning.

For this reason, we have tabulated below, under headings related to syntactic function, the principal vocabulary items you have had thus far. Since terms relating to cause and purpose are nearly inseparable from terms relating to time, moreover, some cause-purpose terms are included here as well. The last three syntactic headings (6-8: Numeral Words, Classifiers, and their Phrases) have not been touched upon before in the grammatical notes; these categories will be discussed in later units, but for the time being it is sufficient to recognize that the few words belonging to them differ in syntax from other time-words in the list.

Every drill in this unit deals in one way or another with the concept of time (including cause-purpose). You are advised to study the position-classes and words belonging to them both before and after performing the drills.

1. Noun Expression Introducers (Prepositions and Numeral Words)

mun	before
kraoy	after
tumró	as soon as, by the time that
tədól (tíw dól)	until
taŋ pii	since
pii	at (the past time of), when
níw, níw peel	at (the time of), when
dól	at (the future time of), when
reviaŋ (róoviaŋ)	while, during
sməap (səmrəp)	for (the purpose of), in order to
púh (prúh)	because of, because
ról	each, every (followed by classifier), each time
téŋ	all of (followed by number or classifier)

2. Subordinate Clause Introducers (Conjunctions)

mun-n (mun níŋ)
 kraoy pii, luh
 luh
 tədól, tədól peel daəl
 taŋ pii, taŋ pii peel daəl
 pii peel daəl
 níw peel daəl, kaalnaa
 dól, dól peel daəl, ŋkaal
 níw peel daəl, kaalnaa
 dmbəy-nŋ (daambəy níŋ)
 púh, pii-púh
 ról peel daəl

3. Verb Expression Introducers (Pre-verbal Modifiers and Negatives)

daəl, m-daəl	ever, never
thlóp	used to, once did
baan, n-baan	got to, didn't get to
khaan	failed to
mian, khmian	has, has not
təep-m (təep níŋ)	just now
níw-tə, m-tón	still, not yet
kepúŋ (kompúŋ)	right now is... ing
kepúŋ-tə	is about to

nɨŋ, m (mɨn)	will, won't
kit	is planning to
cɔŋ, m cɔŋ	wants to

4. Main Clause Introdurers (Conjunctions)

kaal-pimun	previously
kaal-pidaem	originally
haey	then
ruoc haey	just after that
teep	just now
thómmedaa	normally, usually
nɨw peel nuh (nɨh, nɨŋ)	at the time (this, that time)
kraoy móo	after that
too móo	later on
ñceŋ, koo	so, then
baan	by that time
baan-cia, oy-baan	so that

5. Question Words

	<u>Past</u>	<u>General</u>	<u>Future</u>
when	pɨi ŋkaal	kaalnaa	ŋkaal
what time	pɨi peelnaa	maoŋ pemaan	(dol) peelnaa
what day	pɨi thŋay naa	thŋay ey	(dol) thŋay naa
what month	pɨi khæ naa	khæ ey	(dol) khæ naa
what year	pɨi chnam naa	chnam ey	(dol) chnam naa
		chnam tii-pemaan	
how, why	haet ey (baan-cia) mɛɛ (baan-cia)	mɛɛ	thee ey

6. Numeral Words

ról	each, every
mɛ-	one, a per
kelah (konlah)	half a
téŋ	all of the, even the

7. Classifiers

doŋ, peel	time, occasion
maoŋ	hour (<u>after</u> numeral)
ŋay, thŋay	day
khæ	month
chnam	year

8. Numeral-Classifier Phrases

ról pək (prək)	every morning
ról yup	every evening
medoŋ	once
memaŋ	one hour, per hour
meŋay	a day, per day
mechnam	one year, per year
kelah maŋ	half an hour
kelah chnam	half a year
ról peel	every time
ról khaɛ	every month
tɛŋ yup	all evening, even in the evening
tɛŋ khaɛ	all month. a whole month

DRILLS

Drill A. Response

MODEL: Teacher: ról prik look phné maon What time do you wake up
 pemaan? (pmpil kelah) every morning? (7:30)

Student: ról prik khñom phné? maon I wake up every morning at
 pmpil kelah! 7:30

- | | |
|---|---|
| <p>1. ról prik look tiw rien maon
 pemaan? (pmbey)
 ról prik khñom tiw rien maon
 pmbey!</p> | <p>What time do you go to school
 every morning? (8)
 I go to school at 8 every morning.</p> |
| <p>2. ról prik look tiw psaa maon
 pemaan? (dop)
 ról prik khñom tiw psaa maon
 dop!</p> | <p>What time do you go to the market
 every morning? (10)
 I go to the market at 10 every
 morning?</p> |
| <p>3. ról prik look tiw pesaa baay maon
 pemaan? (maon pmbuon kelah)
 ról prik khñom tiw ñam baay maon
 pmbuon kelah!</p> | <p>What time do you go to eat every
 morning? (9:30)
 I go to eat at 9:30 every morning.</p> |
| <p>4. ról prik look cefñ pii phtéh maon
 pemaan? (maon pmbey kelah)
 ról prik khñom cefñ pii phtéh maon
 pmbey kelah!</p> | <p>What time do you leave the house
 every morning? (8:30)
 I leave the house at 8:30 every
 morning.</p> |

Drill B. Response

MODEL: Teacher: kraoy phñé? pii keen,
look thee ey?
(baek raadyou)

After getting out of bed,
what do you do?
(turn on the radio)

Student: kraoy phñé? pii keen,
khñom baek raadyou!

After getting out of bed,
I turn on the radio.

1. mun-n tiw rien, look thee ey?
(ñam kafee)
mun-n tiw rien, khñom ñam kafee!
2. kraoy cẽñ pii rien, look thee ey?
(haek laan tiw phtéh)
kraoy cẽñ pii rien, khñom baek
laan tiw phtéh!
3. mun-n tiw phtéh, look thee ey?
(tiw tiñ sephiw)
mun-n tiw phtéh, khñom tiw tiñ
sephiw!
4. mun-n cẽñ pii phtéh, look thee ey?
(thaep pepún khñom)
mun-n cẽñ pii phtéh, khñom thaep
pepún khñom!

- Before going to study, what do
you do? (drink coffee)
Before going to study, I drink
coffee.
- After leaving the school, what do
you do? (drive home)
After leaving the school, I drive
home.
- Before going home, what do you do?
(go buy books)
Before going home, I go buy books.
- Before leaving the house, what do
you do? (kiss my wife)
Before leaving the house, I kiss
my wife.

Drill C. Substitution

1. luh quut tik ruoc haey, khñom
doh thmiñ.
2. luh ñam baay ruoc haey, khñom
doh thmiñ.
3. luh ñam baay ruoc haey, khñom
lian day.
4. luh kao puk mót ruoc haey, khñom
lian day.
5. luh kao puk mót ruoc haey, khñom
ko? so?.
6. luh lup-lian muk ruoc haey, khñom
ko? so?.
7. luh lup-lian muk ruoc haey, khñom
kao puk mót.

- When I finish taking a bath, I
brush my teeth.
- When I finish eating, I brush my
teeth.
- When I finish eating, I wash my
hands.
- When I finish shaving, I wash my
hands.
- When I finish shaving, I comb my
hair.
- When I finish washing my face, I
comb my hair.
- When I finish washing my face,
I shave.

8. luh ɲuut tik ruoc haey, khñom
kao puk mót.

When I finish taking a bath,
I shave.

9. luh ɲuut tik ruoc haey, khñom
doh thmiñ.

When I finish taking a bath,
I brush my teeth.

Drill D. Progressive Transformation

MODEL: Teacher: khñom baek raadyou sdap
dmnɛɲ. (tiw ptup tik)

I turn on the radio and
listen to the news.

Student: luh sdap dmnɛɲ ruoc haey,
khñom tiw ptup tik.

(go to the bathroom)
After I finish listening to
the news, I go to the
bathroom.

1. khñom tiw ptup tik. (ñam kafee)
luh tiw ptup tik ruoc haey, khñom
ñam kafee.

I go to the bathroom. (drink coffee)
After I finish going to the bathroom,
I drink coffee.

2. khñom ñam dafɛe. (meel kasæet)

luh ñam kafee ruoc haey, khñom
meel kasæet.

I drink coffee. (read the
newspaper)
After I finish drinking coffee,
I read the newspaper.

3. khñom meel kasæet. (tiw ɲuut
tik)
luh meel kasæet ruoc haey, khñom
tiw ɲuut tik.

I read the newspaper. (go take
a bath)
After I finish reading the
newspaper, I go take a bath.

4. khñom tiw ɲuut tik. (tiw lup muk)
luh ɲuut tik ruoc haey, khñom
tiw lup muk.

I go take a bath. (go dry my face)
After I finish taking a bath, I
go dry my face.

5. khñom tiw lup muk. (tiw doh
thmiñ)
luh lup muk ruoc haey, khñom
tiw doh thmiñ.

I go dry my face. (go brush my
teeth)
After I finish drying my face,
I go brush my teeth.

6. khñom tiw doh thmiñ. (ñam baay)
luh doh thmiñ ruoc haey, khñom
ñam baay.

I go brush my teeth. (eat)
After I finish brushing my teeth,
I eat.

Drill E. Double Substitution

MODEL: Teacher: ត្រូវ ម៉ោង, ក្នុង ក្រុង ក្រុង
 ប្រាប់ ដេក, ឈប់-ប្រាប់
 ដើម ប៉េ (ប្រាប់ ប្រាប់
 ប្រាប់, ឆ្ងាយ កាហ្វេ)

Student: ត្រូវ ម៉ោង, ក្នុង ក្រុង ក្រុង
 ប្រាប់ ប្រាប់, ឈប់-ប្រាប់
 ឆ្ងាយ កាហ្វេ.

Later on, I went to the
 bedroom, in order to get
 dressed. (went to the
 restaurant, to drink coffee)

Later on, I went to the
 restaurant, in order to
 drink coffee.

1. ត្រូវ ម៉ោង, ក្នុង ក្រុង ក្រុង ប្រាប់ ប្រាប់,
 ឈប់-ប្រាប់ ឆ្ងាយ កាហ្វេ. (ប្រាប់ ឆ្ងាយ,
 រីឯ ក្រុង)

ត្រូវ ម៉ោង, ក្នុង ក្រុង ក្រុង ឆ្ងាយ,
 ឈប់-ប្រាប់ រីឯ ក្រុង.

Later on, I went to the restaurant,
 in order to drink coffee. (went
 to school, to study Khmer)

Later on, I went to school, in
 order to study Khmer.

2. ត្រូវ ម៉ោង, ក្នុង ក្រុង ក្រុង ឆ្ងាយ,
 ឈប់-ប្រាប់ រីឯ ក្រុង. (ប្រាប់
 ឆ្ងាយ, ឆ្ងាយ ឈប់)

ត្រូវ ម៉ោង, ក្នុង ក្រុង ក្រុង ប្រាប់ ឆ្ងាយ,
 ឈប់-ប្រាប់ ឆ្ងាយ ឈប់.

Later on, I went to school, in
 order to study Khmer. (turned
 on the radio, to listen to the
 news)

Later on, I turned on the radio,
 in order to listen to the news.

3. ត្រូវ ម៉ោង, ក្នុង ក្រុង ក្រុង ប្រាប់ ឆ្ងាយ,
 ឈប់-ប្រាប់ ឆ្ងាយ ឈប់. (ប្រាប់
 ក្នុង ប្រាប់ ប្រាប់, ក្រុង ប្រាប់)
 ត្រូវ ម៉ោង, ក្នុង ក្រុង ក្រុង ប្រាប់ ប្រាប់
 ប្រាប់, ឈប់-ប្រាប់ ក្រុង ប្រាប់.

Later on, I turned on the radio,
 in order to listen to the news.
 (went into the bathroom, to shave.
 Later on, I went into the bathroom.
 in order to shave.

4. ត្រូវ ម៉ោង, ក្នុង ក្រុង ក្រុង ប្រាប់ ក្នុង
 ប្រាប់ ប្រាប់, ឈប់-ប្រាប់ ក្រុង ប្រាប់.
 (ប្រាប់ ប្រាប់ ប្រាប់, ឆ្ងាយ ប្រាប់)
 ត្រូវ ម៉ោង, ក្នុង ក្រុង ក្រុង ប្រាប់
 ប្រាប់, ឈប់-ប្រាប់ ឆ្ងាយ ប្រាប់.

Later on, I went into the bathroom,
 in order to shave. (went to the
 restaurant, to eat)

Later on, I went to the restaurant,
 in order to eat.

Drill F. Substitution

1. ឆ្ងាយ ឆ្ងាយ, ក្នុង ក្រុង ប្រាប់ ក្នុង
 ប្រាប់ ឆ្ងាយ-ប្រាប់ ប្រាប់.

There, I saw my wife preparing
 a meal.

2. ឆ្ងាយ ឆ្ងាយ, ក្នុង ក្រុង ក្រុង ក្រុង
 ប្រាប់ ឆ្ងាយ-ប្រាប់ ប្រាប់.

There, I saw my daughter preparing
 a meal.

3. ឆ្ងាយ ឆ្ងាយ, ក្នុង ក្រុង ក្រុង ក្រុង
 ប្រាប់ ឆ្ងាយ.

There, I saw my daughter studying.

4. nɪw nuh, khñom kheeff koun khñom
kepúŋ ñam baay.
5. nɪw nuh, khñom kheeff pepún khñom
kepúŋ ñam baay.
6. nɪw nuh, khñom kheeff pepún khñom
kepúŋ meel kasaet.
7. nɪw nuh, khñom kheeff pepún khñom
kepúŋ dam baay.
8. nɪw nuh, khñom kheeff pepún khñom
kepúŋ riep-com baay.

There, I saw my daughter eating.

There, I saw my wife eating.

There, I saw my wife reading the newspaper.

There, I saw my wife cooking rice.

There, I saw my wife preparing a meal.

Drill G. Transformation

MODEL: Teacher: kraoy móoʔ, khñom tiw
phtéh baay. (pepún,
rie-com baay)

Student: nɪw nuh, khñom kheeff
pepún khñom kepúŋ
rie-com baay.

After that, I went to the
kitchen. (wife, preparing
a meal)

There, I saw my wife preparing a meal.

1. kraoy móoʔ, khñom tiw phtéh baay.
(pepún, rien)
nɪw nuh, khñom kheeff pepún khñom
kepúŋ rien.

After that, I went to the kitchen.
(wife, studying)
There, I saw my wife studying.

2. kraoy móoʔ, khñom tiw phtéh baay.
(pʔoun, meel kasaet)
nɪw nuh, khñom kheeff pʔoun khñom
kepúŋ meel kasaet.

After that, I went to the kitchen.
(younger brother, reading paper)
There, I saw my younger brother
reading the paper.

3. kraoy móoʔ, khñom tiw phtéh baay.
(pepún, dam baay)
nɪw nuh, khñom kheeff pepún khñom
kepúŋ dam baay.

After that, I went to the kitchen.
(wife, cooking rice)
There, I saw my wife cooking rice.

4. kraoy móoʔ, khñom tiw phtéh baay.
(koun, ñam baay)
nɪw nuh, khñom kheeff koun khñom
kepúŋ ñam baay.

After that, I went to the kitchen.
(son, eating)
There, I saw my son eating.

5. kraoy móo?, khñom tiw phtéh baay.
(koun, rien)
niw nuh, khñom kheefi koun khñom
kepúy rien.

After that, I went to the kitchen.
(son, studying)
There, I saw my son studying.

6. kraoy móo?, khñom tiw phtéh baay.
(pepún, fiam baay)
niw nuh, khñom kheefi pepún khñom
kepúy fiam baay.

After that, I went to the kitchen.
(wife, eating)
There, I saw my wife eating.

Drill H. Equivalence

MODEL: Teacher: khñom sdap dmneq, ruoc
haey khñom tiw ptup
tik. (mun niq)

I listened to the news, and
then I went to the
bathroom. (before)

Student: khñom sdap dmneq mun-n
tiw ptup tik.

I listened to the news before
going to the bathroom.

1. khñom tiw ptup tik, ruoc haey khñom
fiam kafee. (mun niq)
khñom tiw ptup tik mun-n fiam kafee.

I went to the bathroom, and then
I drank coffee. (before)
I went to the bathroom before
drinking coffee.

2. khñom fiam kafee, ruoc haey khñom
meel kasat. (mun niq)
khñom fiam kafee mun-n meel kasat.

I drank coffee, and then I read
the newspaper. (before)
I drank coffee before reading
the newspaper.

3. khñom meel kasat, ruoc haey khñom
tiw guut tik. (mun niq)
khñom meel kasat mun-n tiw guut
tik.

I read the newspaper, and then
I went to take a bath. (before)
I read the newspaper before going
to take a bath.

4. khñom tiw guut tik, ruoc haey khñom
tiw lup muk. (mun niq)
khñom tiw guut tik mun-n tiw lup
muk.

I went to take a bath, and then
I went to dry my face. (before)
I went to take a bath before
drying my face.

5. khñom tiw lup muk, ruoc haey khñom
tiw doh thmifi. (mun niq)
khñom tiw lup muk mun-n tiw doh
thmifi.

I went to dry my face, and then I
went to brush my teeth. (before)
I went to dry my face before
going to brush my teeth.

6. khñom tiw doh thmifi, ruoc haey khñom
tiw fiam baay. (mun niq)
khñom tiw doh thmifi mun-n tiw fiam
baay.

I went to brush my teeth, and then
I went to eat. (before)
I went to brush my teeth before
going to eat.

Drill I. Equivalence

MODEL: Teacher: khñom ko tiw ptup dsek,
 dmbey-nq slie? pé?
 (khñom coq slie? pé?)

Then I went to the bedroom,
 in order to get dressed.
 (I wanted to get dressed)

Student: khñom coq slie? pé?, ficeq
 khñom ko tiw ptup dsek.

I wanted to get dressed, so
 I went to the bedroom.

1. khñom ko tiw phtéh baay, dmbey-nq
 fiam kafee. (khñom coq fiam kafee)

Then I went to the restaurant, in
 order to drink coffee.

(I wanted to drink coffee)

khñom coq fiam kafee, ficeq khñom ko
 tiw phtéh baay.

I wanted to drink coffee, so I
 went to the restaurant.

2. khñom ko tiw salaa, dmbey-nq rien
 khmae. (khñom coq rien khmae)

Then I went to school, in order
 to study Khmer. (I wanted to
 study Khmer)

khñom coq rien khmae, ficeq khñom ko
 tiw salaa.

I wanted to study Khmer, so I
 went to school.

3. khñom ko tiw baek raadyou, dmbey-nq
 sdap dmneq. (khñom coq sdap dmneq)

Then I went to turn on the radio,
 in order to listen to the news.

(I wanted to listen to the news)

khñom coq sdap dmneq, ficeq khñom ko
 tiw baek raadyou.

I wanted to listen to the news,
 so I went to turn on the radio.

4. khñom ko coul khnoq ptup tik, dmbey-
 dmbey-nq kao puk mót.
 (khñom coq kao puk mót)

Then I went into the bathroom,
 in order to shave.

(I wanted to shave)

khñom coq kao puk mót, ficeq khñom
 ko coul khnoq ptup tik.

I wanted to shave, so I went
 into the bathroom.

Drill J. Transformation

MODEL: Teacher: khñom tiw phtéh baay..
 niw nuh khñom kheef
 pepún khñom kepún
 riep-com baay.

I went to the kitchen.
 There, I saw my wife
 preparing a meal.

Student: pepún khñom kepún riep-com
 baay, niw peel dael khñom
 coul móo.

My wife was preparing a meal
 at the time I came in.

1. khñom tiw phtéh baay.. niw nuh khñom
 kheef pepún khñom kepún rien.
 pepún khñom kepún rien, niw peel
 dael khñom coul móo.

I went to the kitchen. There,
 I saw my wife studying.
 My wife was studying at the time
 I came in.

2. khñom coul tiw phtéh baay.. niw nuh
 khñom kheef pepún khñom kepún
 meel kasact.
 pepún khñom kepún meel kasact niw
 peel dael khñom coul móo.

I went in to the kitchen. There,
 I saw my wife reading the
 paper.
 My wife was reading the paper at
 the time I came in.

3. khñom tiw phtéh baay.. niw nuh
 khñom kheef pepún khñom kepún
 dam baay.
 pepún khñom kepún dam baay, niw
 peel dael khñom coul móo.

I went to the kitchen. There,
 I saw my wife cooking rice.
 My wife was cooking rice at the
 time I came in.

4. khñom tiw phtéh baay.. niw nuh
 khñom kheef koun khñom kepún
 fiam baay.
 koun khñom kepún fiam baay, niw
 peel dael khñom coul móo.

I went to the kitchen. There,
 I saw my son eating.
 My son was eating at the time
 I came in.

5. khñom tiw phtéh baay.. niw nuh
 khñom kheef koun khñom kepún
 rien.
 koun khñom kepún rien, niw peel
 dael khñom coul móo.

I went to the kitchen. There,
 I saw my son studying.
 My son was studying at the time
 I came in.

6. khñom tiw phtéh baay.. niw nuh
 khñom kheef pepún khñom kepún
 fiam baay.
 pepún khñom kepún fiam baay, niw
 peel dael khñom coul móo.

I went to the kitchen. There,
 I saw my wife eating.
 My wife was eating at the time
 I came in.

UNIT 31

BASIC DIALOGUE

Stranger

1. som tooh! mian restorəŋ nɪw
cɪt nɪh! teh?

Excuse me! Is there a restaurant
near here?

Phnompenhois

2. baat mian! tae mɪn-cə cɪt
pəmaən' neh!

Yes there is, but it's not so
very near.

Stranger

3. restorəŋ nuh nɪw tɔŋ-naa?

Where is the restaurant?

Phnompenhois

4. baat, som look nceen tɪw
tɔŋ.. dɔl phleən kəhɔm
bɔt sɔam, tɪw taam phlew
monivung!

Well, you go straight ahead, and
when you get to the red light
turn right and go along Monivong
Street.

Stranger

5. cəŋaay pəhael pəmaən pɪi
phlew bɔt?

About how far is it from the
turn?

Phnompenhois

6. ou, pəhael pɪi hòoy met'n.

Oh, it's about two hundred meters.

Stranger

7. nɪw cɪt restorəŋ, mian ɔtael'
leh?

Is there a hotel near the
restaurant?

Phnompenhois

8. baat, mian ɔtael muoy l'ɔɔ'
ah.

Yes, there's a very good hotel.

9. bæ look cəŋ ñceəñ tɪw pəsaa
baay nɪw kəlaəŋ nuh, kɔɔ
baan' dɛh.

If you want to go eat there,
you can.

Stranger

10. yɪi, khñom khmian luy sɔh!

Say, I don't have any money!

11. nɪw cɪt nuh, mian bəŋ' teh?
khñom cəŋ tɛbaek luy khlah
yóo-məcaay!!

Is there a bank near there? I
want to go draw out some money
to use.

Phnompenhois

12. baat, nŭw tŏŋ nŭŋ, mŭan bŏŋ
cĕen' ah.

Yes, there are lots of banks
there.

Stranger

13. bŏŋ naa-muoy nŭw cit ciŋŋ kee?

Which bank is the closest?

Phnompenhois

14. baat, taam khŭom smaen, bŏŋ
khmae nŭw cit ciŋŋ kee!

Well, I think that the Khmer
Bank is the closest.

Stranger

15. coh be khŭom cŏŋ tŭw bŏŋ khmae
pii otaeŋ, khŭom tĕw tŭw taam
naa?

And if I want to go to the Khmer
Bank from the hotel which way
do I go?

Phnompenhois

16. baat, look tŭw tŏŋ taam phlĕw
monivŭŋ pii phlĕw, haey bot
chvĕeŋ bey phlĕw!

Well, you go straight along
Monivong Street for two blocks,
and then turn left for three
blocks.

Stranger

17. yii, douc-cia chŋaay' ah.

My goodness, that seems like a
long way.

Phnompenhois

18. baat, min-cĕ chŋaay pemaan'
neh! dae tĕ dŏp menut,
dŏl' eh.

No, it's not so very far. You
can walk there in ten minutes.

Stranger

19. ou, ŋcĕŋ m chŋaay' teh!

Oh, in that case it's not so far.

20. khŭom som ɔɔ kun cĕen' ah.

Thank you very much.

DIALOGUE FOR COMPREHENSION

1. soum tooh! mŭan restorŏŋ nŭw
cit nih tee?

2. baat, mŭan. tae min cia cit
ponmaan tee.

3. restorŏŋ nuh nŭw troŋ naa?

4. baat, soum look eñcĕeñ tŭw troŋ.
dŏl phlĕeŋ krŏhɔm bot sdam,
tŭw taam phlĕw mŏoniivŭŋ.

5. ចំណាយ ប្រហែល ប្រឆាយ ប្រឆាយ
phlew bot?
7. និយមិត្ត រៀនសូត្រ, ម្ចាស់ ច្បាប់ តើ?
10. យី, ក្រុម ក្រុម ល្អ ទេ!
11. និយមិត្ត អ្នក, ម្ចាស់ បង តើ?
ក្រុម ចង់ ទិញ ប្រាក់ ល្អ ក្រុម,
យ៉ូ? ម៉ូ? ចាយ.
13. បង ប្រុស-ម្តាយ និយមិត្ត ច្បាប់ កើ?
15. អូ ប្រុស ក្រុម ចង់ ទិញ បង ក្រុម
ប្រឆាយ, ក្រុម ច្បាប់ ទិញ
ចាយ ប្រុស?
17. យី, ប្រុស-ប្រុស ចង់ ប្រុស អ្នក!
19. អូ, ប្រុស ប្រុស ចង់ ប្រុស តើ.
20. ក្រុម ប្រុស ប្រុស ក្រុម ច្បាប់ អ្នក!
6. អូ, ប្រុស ប្រុស ប្រុស អ្នក.
8. ប្រុស, ម្ចាស់ ច្បាប់ ម្តាយ ប្រុស អ្នក.
9. ប្រុស ចង់ ចង់ ប្រុស ប្រុស
ប្រុស និយមិត្ត អ្នក, ក្រុម
ប្រុស ចាយ.
12. ប្រុស, និយមិត្ត ប្រុស, ម្ចាស់ បង
ច្បាប់ អ្នក.
14. ប្រុស, ប្រុស ក្រុម ប្រុស, បង
ក្រុម និយមិត្ត ច្បាប់ កើ.
16. ប្រុស, ចង់ ទិញ ប្រុស ប្រុស ប្រុស
ប្រុស ប្រុស ប្រុស, ប្រុស
ប្រុស ច្បាប់ ប្រុស ប្រុស.
18. ប្រុស, ប្រុស ច្បាប់ ប្រុស
តើ ចាយ ចាយ ប្រុស, ប្រុស
ប្រុស.

NOTE: Contractions and Grammar

You have now been through ten lessons (21-30) which emphasize the Phnom Penh variety of colloquial speech (described in Transcription Note, Unit 21), with its numerous contractions of the fuller forms of standard Cambodian. The Basic Dialogues and most Drills will continue to be written in this colloquial style, the Dialogues for Comprehension in the standard version.

So far, the contractions you have become familiar with have been mainly in two areas: a) the sentence enclitics, b) the first syllables of two-syllable words. As far as vocabulary items are concerned, there is very little possibility of your being confused by contractions-- e.g. /kəlaɛŋ/ can hardly be associated with any standard vocabulary item other than /konlaɛŋ/. From now on, however, you will increasingly be exposed to cases where a grammatical (rather than a vocabulary) difference is reflected in a sound contrast which may be small and difficult to hear, owing to contractions, although the standard form are quite distinct.

A prime example of this occurs in the present unit. /chəŋaɛ/ 'far' contrasts grammatically with /cəŋaɛ/ 'distance' (standard /cəŋaɛ/). The first is an adjective and the second a noun; in spite of the similarity in meaning and sound, the two forms never occur in exactly the same syntactic frame.

Examples: chɣaay' teh? 'Is it far?'
 cəŋaay pemaan? 'How far is it? (how much distance)?'

More about this special kind of grammatical relationship (between adjectives and the nouns derived from them) will be found in Unit 55.

Other types of grammatical contrast, such as those involving enclitics-- e.g. the minute difference in sound between such items as /dɛh/ and /teh/ (see Drill K below)-- may be reinforced in quite distant parts of the sentence. This is especially true of the reduced forms of standard /tiw/ 'go' and /mooʔ/ 'come' (see also Note, Unit 26). The following is an example from the present unit:

tə- (tiw)... yoo mə- (moo)
 'get something and do something else with it'
 khñom cəŋ təbaek luy khlah yoo mecaay!!
 'I want to draw out some money to spend.'

Note that there other, more formal, ways of saying essentially the same thing--e.g. with /dmbey-nɣ/:

khñom cəŋ baek luy khlah dmbeɣ-nɣ tiñ məhoup!
 'I want to draw out some money in order to buy food.'

This pattern is repeated many times in Drill E below.

Two items of grammatical importance, standard /tiw/ and /taɛ/, both have a reduced form /te/ in colloquial style. It is always necessary, therefore, to listen carefully for clues elsewhere in the sentence to understand or analyze utterances containing /te/. Consider this example from the present unit:

də tə mənut dɔl' əh.
 'It only takes ten minutes to get there.'

The pattern, standard /taɛ... dɔl haɛy/, reveals that the literal translation of this sentence is something like 'Walk only ten minutes, arrive already (and there you are)' and hence that the /te/ stands for /taɛ/. This particular /te/ cannot stand for /tiw/, because it would then terminate a verb phrase /də tiw/ 'walk along' and would have to have its full form /tiw/:

də tiw dɔp mənut dɔl' əh.
 '(After) walking along for ten minutes (we) got there.'

Therefore /te/ in the original sentence must stand for /taɛ/, a prior element in the noun phrase /taɛ dɔp mənut/. (See also Drill H).

Similarly, the reduced forms of /mooʔ/ 'come' and /min/ 'not,' though not identical, sound very much alike in rapid speech. You cannot be confused if you mishear the distinction /mə/ vs. /m/, however, as long as you listen for clues elsewhere in the sentence.

Examples: məcuun 'come and give'
 m cuun' teh 'doesn't give'

NEW VOCABULARY: More Place and Proper Names

restorəŋ, haan baay	restaurant
boŋ, theniakia	bank
faamasii, phtéh lú? thnam	pharmacy (drugs and medicines only)
kəlaəŋ (kəŋlaəŋ) róm	dance hall, place to dance
poh, praesneyethaan	post office
gəa, sthaaney	station
otaəl (houtaəl), sonthaakia	hotel
telefoun	telephone
phləəŋ kəhoom (krohoom)	red light, stop-light
...thay saan	Thai San Restaurant
...khmae	The Khmer Bank
...sontral	The Central Pharmacy
...kampucia	The Cambodia (a dance hall)
...sontral	The Central Post Office
...atiah phləəŋ	railroad station
...róoyal	The Hotel Royale

DRILLS

Drill A. Substitution

- | | |
|--|--|
| 1. som tooh, mian restorəŋ nıw
cit nıŋ' teh? | Excuse me, is there a restaurant
near here? |
| 2. som tooh, mian <u>boŋ</u> nıw cit nıŋ'
teh? | Excuse me, is there a <u>bank</u> near
here? |
| 3. som tooh, mian <u>otaəl</u> nıw cit nıŋ'
teh? | Excuse me, is there a <u>hotel</u> near
here? |
| 4. som tooh, mian <u>faamasii</u> nıw cit
nıŋ' teh? | Excuse me, is there a <u>drug store</u>
near here? |
| 5. som tooh, mian <u>kəlaəŋ róm</u> nıw
cit nıŋ' teh? | Excuse me, is there a <u>dance hall</u>
near here? |
| 6. som tooh, mian <u>telefoun</u> nıw cit
nıŋ' teh? | Excuse me, is there a <u>telephone</u>
near here? |
| 7. som tooh, mian <u>poh</u> nıw cit
nıŋ' teh? | Excuse me, is there a <u>post office</u>
near here? |
| 8. som tooh, mian <u>restorəŋ</u> nıw cit
nıŋ' teh? | Excuse me, is there a <u>restaurant</u>
near here? |

Drill B. Substitution

- | | |
|--|---|
| 1. tae min-ce cit pemaan' eh! | But it's not so very near. |
| 2. tae min-ce <u>s'uo1</u> pemaan' eh! | But it's not so very <u>easy</u> . |
| 3. tae min-ce <u>sebaay</u> pemaan' eh! | But it's not so very <u>comfortable</u> . |
| 4. tae min-ce <u>thom</u> pemaan' eh! | But it's not so very <u>big</u> . |
| 5. tae min-ce <u>l'oo</u> pemaan' eh! | But it's not so very <u>good</u> . |
| 6. tae min-ce <u>ch'aaay</u> pemaan' eh! | But it's not so very <u>far</u> . |
| 7. tae min-ce <u>thlay</u> pemaan' eh! | But it's not so very <u>expensive</u> . |
| 8. tae min-ce <u>cit</u> pemaan' eh! | But it's not so very <u>near</u> . |

Drill C. Double Substitution

- | | |
|--|---|
| 1. n1w cit restorog mian
otael' teh? | Is there a hotel near the
restaurant? |
| 2. n1w cit <u>poh</u> mian <u>faamasii'</u> teh? | Is there a <u>drug store</u> near the
<u>post office</u> ? |
| 3. n1w cit <u>gea</u> mian <u>restorog'</u> teh? | Is there a <u>restaurant</u> near the
<u>station</u> ? |
| 4. n1w cit <u>poh</u> mian <u>otael'</u> teh? | Is there a <u>hotel</u> near the <u>post</u>
<u>office</u> ? |
| 5. n1w cit <u>otael</u> mian <u>poh'</u> teh? | Is there a <u>post office</u> near the
<u>hotel</u> ? |
| 6. n1w cit <u>poh</u> mian <u>restorog'</u> teh? | Is there a <u>restaurant</u> near the
<u>post office</u> ? |

Drill D. Response

- MODEL: Teacher: n1w t'og nuh mian boq' teh? Is there a bank there?
(c'een' ah) (lots of them)
- Student: baat, n1w t'og nuh mian boq Yes, there are lots of banks
c'een' ah. there.
- | | |
|--|-------------------------------------|
| 1. n1w t'og nuh mian otael' teh? (pii-bey) | Is there a hotel there? (2 or 3) |
| baat, n1w t'og nuh mian otael pii-bey! | Yes, there are two or three there. |
| 2. n1w t'og nuh mian poh' teh? (muoy) | Is there a post office there? (one) |
| baat, n1w t'og nuh mian poh muoy! | Yes, there is a post office there. |

3. nıw tòn nuh mian faamasii' teh?
(muoy-pii)
baat, nıw tòn nuh mian faamasii
muoy-pii!
4. nıw tòn nuh mian restorəŋ' teh?
(cèen' ah)
baat, nıw tòn nuh mian restorəŋ
cèen' ah.
5. nıw tòn nuh mian salaa rien' teh?
(pii-bey)
baat, nıw tòn nuh mian salaa rien
pii-bey!

- Is there a drugstore there?
(one or two)
Yes, there are one or two drug
stores there.
- Is there a restaurant there?
(lots of them)
Yes, there are lots of restaurants
there.
- Is there a school there?
(two or three)
Yes, there are two or three
schools there.

Drill E. Substitution

1. khñom cəŋ tebaek luy khlah yóo
mecaay!
2. khñom cəŋ tebaek luy khlah yóo
metiñ sephiw!
3. khñom cəŋ tebaek luy khlah yóo
metiñ mehoup!
4. khñom cəŋ tebaek luy khlah yóo
mecuun look!
5. khñom cəŋ tebaek luy khlah yóo
me-aoy pepún khñom!
6. khñom cəŋ tebaek luy khlah yóo
metiñ eyvan!
7. khñom cəŋ tebaek luy khlah yóo
mecaay!

- I want to draw out some money
to use.
- I want to draw out some money to
buy books with.
- I want to draw out some money to
buy food with.
- I want to draw out some money to
give you.
- I want to draw out some to give
my wife.
- I want to draw out some money to
buy things with.
- I want to draw out some money to
use.

Drill F. Response

MODEL: Teacher: boŋ naa-muoy nıw cit
ciaŋ kee? (boŋ khmae)

Which bank is the closest?
(the Khmer Bank)

Student: baat, taam khñom smaan,
boŋ khmae nıw cit ciaŋ
kee?

Well, I think that the Khmer
Bank is the closest.

1. otael naa-muoy nıw cit ciaŋ kee?
(róoyal)
baat, taam khñom smaan, otael
róoyal nıw cit ciaŋ kee!

- Which hotel is the closest?
(Royale)
Well, I think that the Hotel Royale
is the closest.

- | | |
|--|--|
| 2. restorəŋ naa-muoy nɪw cɪt cɪaŋ kee? (thay-saan)
baat, taam khñom smaən, restorəŋ thay-saan nɪw cɪt cɪaŋ kee! | Which restaurant is the closest?
(Thai San)
Well, I think that the Thai San Restaurant is the closest. |
| 3. faamasii naa-muoy nɪw cɪt cɪaŋ kee? (sontral)
baat, taam khñom smaən, faamasii sontral nɪw cɪt cɪaŋ kee! | Which drug store is the closest?
(Centrale)
Well, I think that the Pharmacie Centrale is the closest. |
| 4. salaa naa-muoy nɪw cɪt cɪaŋ kee? (sisovat)
baat, taam khñom smaən, salaa sisovat nɪw cɪt cɪaŋ kee! | Which school is the closest?
(Sisowath)
Well, I think that the Sisowath School is the closest. |
| 5. poh naa-muoy nɪw cɪt cɪaŋ kee? (sontral)
baat, taam khñom smaən, poh sontral nɪw cɪt cɪaŋ kee! | Which post office is the closest?
(Central)
Well, I think that the Central Post Office is the closest. |

Drill G. Response

MODEL: Teacher: khñom trew tiw taam naa?
(tiw trəŋ pii phlew,
bot chvəeŋ bəy phlew)

Student: baat, look tiw trəŋ pii
phlew, haey bot chvəeŋ
bəy phlew.

Which way should I go?
(go straight for two
blocks, turn left for
three blocks)
Well, you go straight for
two blocks, and then you
turn left for three blocks.

- | | |
|---|---|
| 1. khñom trew tiw taam naa? (tiw trəŋ bəy phlew, bot sdam pii phlew)
baat, look tiw trəŋ bəy phlew, haey bot sdam pii phlew. | Which way should I go? (go straight three blocks, turn right two blocks)
Well, you go straight three blocks, and then you turn right for two blocks. |
| 2. khñom trew tiw taam naa? (bot sdam mephlew, bot chvəeŋ pii phlew)
baat, look bot sdam mephlew, haey bot chvəeŋ pii phlew. | Which way should I go? (turn right one block, turn left two blocks)
Well, you turn right for one block, and then you turn left for two blocks. |
| 3. khñom trew tiw taam naa? (bot chvəeŋ mephlew, bot sdam bəy phlew)
baat, look bot chvəeŋ mephlew, haey bot sdam bəy phlew. | Which way should I go? (turn left one block, turn right three blocks)
Well, you turn left for one block, and then you turn right for three blocks. |

4. khñom trəw tɿw taam naa?
 (tɿw trəŋ buon phləw, bət
 sdam mephləw)
 baat, look tɿw trəŋ buon phləw,
 haey bət sdam mephləw.

Which way should I go?

(go straight four blocks, turn
 right one block)

Well, you go straight for four
 blocks, and then you turn right
 for one block.

Drill H. Multiple Substitution

1. dae te dɔp menuɔt dɔl' əh.
2. dae te pɛam menuɔt dɔl' əh.
3. cih sikhloʊ te pɛam menuɔt dɔl' əh.
4. cih sikhloʊ te pɛam-ndɔp menuɔt dɔl' əh.
5. baek laan te pɛam-ndɔp menuɔt dɔl' əh.
6. baek laan te dɔp menuɔt dɔl' əh.
7. dae te dɔp menuɔt dɔl' əh.

You can walk there in ten minutes.

You can walk there in five minutes.

You can get there by cyclo in five minutes.

You can get there by cyclo in fifteen minutes.

You can get there by car in fifteen minutes.

You can get there by car in ten minutes.

You can walk there in ten minutes.

Drill I. Response

MODEL: Teacher: yii, douc-cia chɣaay' nah. Say, that seems quite far!

Student: baat, min-ce chɣaay' teh! No, it's not so far.

1. yii, douc-cia thlay' ah.
 baat, min-ce thlay' teh!

Say, that seems quite expensive!
 No, it's not so expensive.

2. yii, douc-cia ciɔt' ah.
 baat, min-ce ciɔt' teh!

Say, that seems quite close!
 No, it's not so close.

3. yii, douc-cia thom' ah.
 baat, min-ce thom' teh!

Say, that seems quite big!
 No, it's not so big.

4. yii, douc-cia l'ɔɔ' ah.
 baat, min-ce l'ɔɔ' teh!

Say, that seems quite good!
 No, it's not so good.

5. yii, douc-cia sɔl' ah.
 baat, min-ce sɔl' teh!

Say, that seems quite easy!
 No, it's not so easy.

6. yii, douc-cia sebaay' ah.
 baat, min-ce sebaay' teh!

Say, that seems quite comfortable!
 No, it's not so comfortable.

Drill J. Multiple Substitution

- | | |
|---|--|
| 1. cəŋaay pəhaɛl pəmaən pii phləw
bot? | About how far is it from the place
you turn? |
| 2. cəŋaay pəhaɛl pəmaən pii <u>phləw
yuʔkanthóoʔ</u> . | About how far is it from <u>Yukanthor
Street</u> ? |
| 3. cəŋaay pəhaɛl <u>məróoy maet</u> pii
phləw yuʔkanthóoʔ. | It's about <u>100 meters</u> from Yukanthor
Street. |
| 4. cəŋaay pəhaɛl məróoy maet pii
<u>phləw monivún</u> . | It's about 100 meters from <u>Monivong
Street</u> . |
| 5. cəŋaay pəhaɛl <u>pii róoy maet</u>
pii phləw monivún. | It's about <u>200 meters</u> from Monivong
Street. |
| 6. cəŋaay pəhaɛl pii róoy maet
pii <u>phləw bot</u> . | It's about 200 meters from <u>the
place you turn</u> . |
| 7. cəŋaay pəhaɛl <u>pəmaən</u> pii phləw
bot? | About <u>how far</u> is it from the place
you turn? |

Drill K. Response

- MODEL: Teacher: nɪw cɪt restorəŋ mian Is there a hotel near the
otaɛl' teh? (pəsaa baay) restaurant? (eat meals)
- Student: baat, mian! bæ look cəŋ Yes, there is. If you want
ficeəñ tɪw pəsaa baay nɪw to go there to eat meals,
kəlaəŋ nuh, kə baan' deh. you can.
-
1. nɪw cɪt otaɛl mian poh' teh? Is there a post office near the
(phŋaə səbot) hotel? (mail a letter)
baat, mian! bæ look cəŋ ficeəñ Yes, there is. If you want to go
tɪw phŋaə səbot nɪw kəlaəŋ nuh, there to mail a letter, you can.
kə baan' deh.
-
2. nɪw cɪt otaɛl mian bəŋ' teh? Is there a bank near the hotel?
(bæk luy) (draw out money)
baat, mian! bæ look cəŋ ficeəñ Yes, there is. If you want to go
tɪw bæk luy nɪw kəlaəŋ nuh, there and draw out money, you
kə baan' deh. can.

3. nıw cıt otael mian kelaex róm'
teh? (róm)
baat, mian! bæ look cəŋ ñceəñ
tıw róm nıw kelaex nuh, kə
baan' deh.

Is there a dance hall near the
hotel? (dance)
Yes, there is. If you want to go
there to dance, you can.

4. nıw cıt otael mian faamasii'
teh? (tiñ thnam)
baat, mian! bæ look cəŋ ñceəñ
tıw tiñ thnam nıw kelaex nuh,
kə baan' deh!

Is there a drug store near the
hotel? (buy medicine)
Yes, there is. If you want to go
there to buy medicine, you can.

UNIT 32

BASIC DIALOGUE

Stranger

1. som tooh, som pèap phlêw
khñom tîw poh mephleet,
baan' eh?

Excuse me, can you tell me the
way to get to the post office,
please?

Phnompenhois

2. baat, mian ey? phlêw tîw
poh suol' eh! look dae'
ko baan,, cih sikhlou'
ko baan.

Sure! It's easy to get to the
Post Office. You can walk
there or you can take a cyclo.

Stranger

3. bae khñom tîw dae, khñom
tîw taam naa?

If I walk there, which way do
I go?

Phnompenhois

4. baat, pii nîy tîw, mîn
pebaa? 'teh!
5. look dae tîw ceen tòon
taam phlêw nerodom!
6. tédol vót phnum, bot-te
khaen kaet pii phlêw,
dol' eh.

Well, going from here, it's
not hard.

You walk straight north along
Norodom Street.

When you get to Wat Phnom, you
turn east for two blocks and
there you are.

Stranger

7. khñom coj vay telegraam nteç
khñom tîw inaa' tih?

I want to send a telegram, too.
Where do I go?

Phnompenhois

8. ou, suol' eh.. look tîw
poh seap'm.
9. dol look tédol poh, suo kee'
tih.. kee pèap' eh.

Oh, that's easy. You go to the
Post Office.

When you get to the Post Office,
just ask them.

Stranger

10. poh, kee bet maon pemaan?

What time do they close the
Post Office?

Phnompenhois

11. baat, nîw kelaen nuh, kee
baek tól phlii!

Well, here they stay open all
night.

Stranger

12. khñom lɿi kee thaa, nɿw muk
poh mian otaɛl muoy,
mɛɛn' eh?

I have heard it said that in
front of the Post Office there
is a hotel, is that right?

Phnompenhois

13. baat, mian mɛɛn' otaɛl nuh
touc' tee, taɛ-pɛntɛ
s'aat kuosəm!

Yes, there certainly is. That
hotel is small, but it's
quite nice.

14. chmuh otaɛl dɛlaa poost!

It's called the Hotel de la Poste.

Stranger

15. nɿw cit otaɛl' nɿŋ, mian
kɛlaɛŋ dæ leɛŋ kmsaan'
teh?

Near the hotel is there anyplace
to go for a stroll?

Phnompenhois

16. baat, look aac tɿw dæ leɛŋ
nɿw vót phnum.

Yes, you can go for a stroll at
Wat Phnom.

17. rɿi tɿw kulaɛŋ róm muoy chmuh
kampucia, nɿw túl muk géa.

Or you can go to a dance hall
called the Cambodia, which is
opposite the station.

Stranger

18. coh bɛ khñom cɔŋ tɛtɿñ ɛyvan
ntɛc-ntuoc, khñom tɿw inaa'
tɿw?

And if I want to do a little
shopping, where should I go?

Phnompenhois

19. baat, nɿw inɿŋ mian kɛlaɛŋ
lú? ɛyvan cɛɛn' ah.

Well, around there there are lots
of places that sell goods.

20. cia pɿsch, nɿw taam ruy ouyee!

Especially along the Rue Ohier.

Stranger

21. chŋaay' teh?

Is it far?

Phnompenhois

22. tee, m chŋaay' teh! cɛñ pɿi
otaɛl dɛlaa poh, bɔt-te
thboug pɿi phlɛw, dɔl' eh.

No, it's not far. Coming out of
the Hotel de la Poste, you turn
south for two blocks and there
you are.

Stranger

23. ou, sùol' eh, ñcɛŋ. khñom
som ɔɔ kun cɛɛn' ah.

Oh, that's quite easy. Thanks
very much.

Phnompenhois

24. mian ɛy? bɛ mian kaa ɛy
tɿɛt, som suo khñom' moh.

You're welcome. If there is any-
thing else I can do for you
please ask me.

DIALOGUE FOR COMPREHENSION

1. soum tooh, soum prap phlew khñom
tiw poh mephlest, baan tee?
2. baat, mian ey? phlew tiw poh
sroul tee. look dae koo
baan,, cih sikhlou koo baan.
3. bae khñom tiw dae, khñom tiw
taam naa?
4. baat, pii ninq tiw, min pibaa?
tee.
5. look dae tiw ceeng tron taam
phlew noróodom.
6. tiw dol vót phnum, bot tiw
khaeng kaet pii phlew, dol
haey.
7. khñom coeng vay telegraam bontec
phoen. khñom tiw aenaa tiw?
8. ou, sruol haey. look tiw poh
srap.
9. dol look tiw dol poh, suo kee
tiw, kee prap haey.
10. poh, kee bet maeng ponmaan?
11. baat, niw konlaeng nuh, kee
baek tól phlii.
12. khñom lli kee thaa, niw muk poh
mian outael muoy, meen tee?
13. baat, mian meen. outael nuh
touc tee, taeng-pontae s'aat
kue-som.
14. chmúh outael delaa poost.
15. niw cit outael ninq, mian konlaeng
dae leeng komsaan tee?
16. baat, look aac tiw dae leeng
niw vót phnum.
17. rii tiw konlaeng róm muoy chmúh
kampuucia, niw túl muk gaa.
18. coh bae khñom coeng tiw tifi ey-van
bontec-bontuoc, khñom tiw aenaa tiw?
19. baat, niw aeneng mian konlaeng
lú? ey-van craen nah.
20. cia piiseh, niw taam ruy ouyee.
21. chgaay tee?
22. tee, min chgaay tee. cefi pii
outael delaa poost, bot tiw
thboung pii phlew, dol haey.

23. ou, sruol haey, eñceŋ. khñom
soun ɔɔ kun craen nah.

24. mian ey? bae mian kaa ey
tiet, soun suo khñom móo?

NOTE: Conjunctions

1. A special, rather limited class of words in Cambodian serves approximately the same function as English conjunctions: introducing whole clauses, either main clauses or subordinate clauses. It is useful to exclude from consideration here, in Cambodian as in English, a class of exclamations and response-words (e.g. baat, tee, ou, yil), which are typically set off from their clauses by an intonation contour of their own (usually represented by a comma in our text).

Cambodian conjunctions can be classified on the basis of whether the clauses they introduce are 'movable' or not. In general, clauses introduced by subordinating conjunctions (like English 'if, since, although, after') can be placed either before or after a main clause with which they are associated:

- (24) bae look mian kaa ey tiet, som suo khñom' moh.
'If you have any other business, please ask me.'
som suo khñom' moh, bae look mian kaa ey tiet.
'Please ask me, if you have any other business.'

Clauses introduced by coordinating conjunctions, on the other hand (like English 'or, for, but, and') cannot be so moved:

- (16) look aac tiw leen vót phnum, rll tiw kelaŋ róm kampucia.
'You might go see Wat Phnom, or go to the Cambodia Dance Hall.'

*/rll tiw kelaŋ róm kampucia, look aac tiw leen vót phnum/ is meaningless.

2. The most common coordinating conjunctions are the following:

haey	then, and, and then	thaa	as follows (quote)
rll	or, otherwise	ñceŋ	so
tae, pntae (pontae), tae-pente	but (see Drill H)	coh	and, on the other hand

(For other, more complex coordinating conjunctions, see New Vocabulary, Unit 10, and Note, Unit 30)

Note that many of these items have homonyms which are not conjunctions:

/haey/, /rll/ and /coh/ also occur as sentence enclitics (corresponding to colloquial /eh, ih, coh/).

/haey/ and /ñceŋ/ are also post-verbal modifiers.

/thaa/ is also a verb meaning 'to say' (see Basic Sentence 12 and Drills G and H).

/tae/ also introduces noun expressions and means 'only.'

The class of subordinating conjunctions is very much larger. Here are some of the most common members:

be (bae)	if	mun-n (mun-niŋ)	before
dol	when (future)	luh	after, right after
púh (prúh, pii-prúh)	because	baan	by that time
taŋ-pii	since the time that		

(For other subordinating conjunctions, see Note, Unit 30)

Note that the members of both classes of conjunction exclude each other internally-- i.e. you don't get /tae/ and /rii/ in the same clause, or /be/ and /dol/ in the same clause. A clause may begin with one conjunction of each class, however, and in such cases the coordinator comes first:

- (18) coh be khñom coŋ tiñ eyvan nteŋ-ntuoc, khñom tiw inaa' tih?
'And if I want to buy a few things, where should I go?

3. Finally, you should be aware that a number of concepts handled by simple conjunctions in English are handled quite differently in Cambodian.

a) Conjunction in English, none in Cambodian:

- (22) ceñ pii otael delaa poh, bot tiw thboug pii phlew, dol' eh.
(When) you come out of the Hotel de la Poste, turn south
two blocks (and) there you are.

(More examples in Drills B, D, and J)

b) Conjunction in English, discontinuous construction in Cambodian.

- (2) look dae' ko baan,, cih sikhluu' ko baan!
'You can walk, (or) you can take a cyclo.'
(More examples in Drill C)

4. One related item, /dael/ 'which, where, who, that,' does not satisfy the definition of conjunction (because it is always syntactically a part of the clause in which it occurs, and does not merely link it to another clause) but has some similarities with conjunctions. Normally, /dael/ functions like its English counterparts in substituting for a noun expression in a preceding clause:

nih cia seph ʔ mroy, dael khñom tiñ pii mæŋel mæŋ.
'This is a book that I bought yesterday.

Another important use of /dael/ is in a more complex construction which actually begins with /haey/ in the clause preceding:

kelaen nuh haey, dael kee vay telegraam.
'That's the place where they send telegrams.

Many more examples of this construction will be found in Drill E.

NEW VOCABULARY: Compass Directions and Streets

ceej	north	phlew	street (general), block
kaet	east	phlew monivún	Monivong Street
thbouj	south	buulevaa	boulevard
lec	west	buulevaa neródom	Norodom Boulevard
tiw tòej (trøj)	go straight	ruy	street (small)
bot	turn	ruy ouyee	Ohier Street
bot-te (bot tiw)	turn toward	cruj phlew	street corner
bot-te sdm	turn right	thnol	road, highway
bot-te chveej	turn left	spian	bridge
bot-te ceej	turn north		

DRILLS

Drill A. Substitution

1. som tooh, som pèap phlew khñom
tiw géa atiah-phleej mephleet,
baan' teh? Excuse me, could you please tell
me the way to get to the railroad
station?
2. som tooh, som pèap phlew khñom tiw
poh mephleet, baan' teh? Excuse me, could you please tell
me the way to get to the Post
Office?
3. som tooh, som pèap phlew khñom
tiw otael róoyal mephleet,
baan' teh? Excuse me, could you please tell
me the way to get to the Hotel
Royale?
4. som tooh, som pèap phlew khñom
tiw faamasii sontral mephleet,
baan' teh? Excuse me, could you please tell
me the way to get to the
Pharmacie Centrale?
5. som tooh, som pèap phlew khñom
tiw restorøj thay-saan mephleet,
baan' teh? Excuse me, could you please tell
me the way to get to the Thai
San Restaurant?
6. som tooh, som pèap phlew khñom
tiw vial kpal-hoh mephleet,
baan' teh? Excuse me, could you please tell
me the way to get to the airport?
7. som tooh, som pèap phlew khñom
tiw otael enténasyonai mephleet,
baan' teh? Excuse me, could you please tell
me the way to get to the
International Hotel?
8. som tooh, som pèap phlew khñom
tiw vót phnum mephleet, baan'
teh? Excuse me, could you please tell
me the way to get to Wat Phnom?

Drill B. Response

MODEL: Teacher: som pèap phlew khñom tiw Could you please tell me the
 poh mephleest, baan' teh? way to get to the Post
 (tiw troŋ, sdam bey phlew) Office? (go straight,
 turn right three blocks)

Student: baat, mian ey? look tiw Sure! You go straight, turn
 troŋ, bot sdam bey phlew, right three blocks, and
 dol' eh. there you are.

1. som pèap phlew khñom tiw géa Could you please tell me the way
 atiah-phleeŋ mephleest, baan' to get to the railroad station?
 teh? (bot chvéeŋ pii phlew, (turn left two blocks, turn
 bot sdam pèam phlew) right five blocks)

baat, mian ey? look bot chvéeŋ Sure! You turn left two blocks,
 pii phlew, bot sdam pèam phlew, turn right five blocks and
 dol' eh. there you are.

2. som pèap phlew khñom tiw otael Could you please tell me the way
 róoyal mephleest, baan' teh? to get to the Hotel Royale?
 (tiw troŋ taam phlew monivúŋ, (go straight along Monivong
 bot sdam mephlew) Street, turn right one block)

baat, mian ey? look tiw troŋ taam Sure! You go straight along
 phlew monivúŋ, bot sdam mephlew, Monivong Street and you turn
 dol' eh. right one block and there you are.

3. som pèap phlew khñom tiw faamasii Could you please tell me the way
 sontral mephleest, baan' teh? to get to the Pharmacie Centrale?
 (tiw droŋ dol buulevaa nerodom, (Go straight along Norodom
 bot chvéeŋ nteŋ) Boulevard, turn left a little)

baat, mian ey? look tiw troŋ dol Sure! You go straight along
 buulevaa nerodom, bot chvéeŋ Norodom Boulevard, turn left
 nteŋ, dol' eh. a little and there you are.

4. som pèap phlew khñom tiw vial Could you please tell me the way
 kpai-hoh mephleest, baan' teh? to the airport? (go straight
 (tiw troŋ pehael pmbuon kelou, about five kilometers, when you
 baŋ kheeffi vial thom muoy) see a big field)

baat, mian ey? look tiw troŋ Sure! You go straight for about
 pehael pmbuon kelou.. baŋ five kilometers, and when you
 kheeffi vial thom muoy, dol' eh. see a big field there you are.

Drill C. Response

MODEL: Teacher: tiw poh, tiw taam ey'
sùol? (dae, cih
sikhlou)

What's the best way to get
to the Post Office? (walk,
ride a cyclo)

Student: look dae' ko baan,, cih
sikhlou' ko baan.

You can walk, or you can
ride a cyclo.

1. tiw pèy-ŋkóo, tiw taam ey' sùol?
(baek laan, cih kpal hoh)

What's the best way to get to
Saigon? (drive a car, ride a
plane.

look baek laan' ko baan,, cih
kpal hoh' ko baan.

You can drive a car, or you can
ride a plane.

2. tiw baŋkoo?, tiw taam ey' sùol?
(cih kpal hoh, cih atiah
phleeng)

What's the best way to get to
Bangkok? (ride a plane, ride
the train)

look cih kpal hoh' ko baan,, cih
atiah phleeng' ko baan.

You can ride a plane, or you can
ride the train.

3. tiw ŋkóo bót, tiw taam ey' sùol?
(cih laan chnuol, baek laan
look tiw)

What's the best way to get to
Angkor Wat? (ride a bus, drive
your car there)

look cih laan chnuol' ko baan,,
baek laan look tiw' ko baan.

You can ride a bus, or you can
drive your car there.

4. tiw cùoy cŋvaa, tiw taam ey' sùol?
(cih sikhlou, cih kpal)

What the best way to get to Chruoy
Changvar? (ride a cyclo, take
the boat)

look cih sikhlou' ko baan,, cih
kpal' ko baan.

You can ride a cyclo, or you can
take the boat.

5. tiw géa atiah-phleeng, tiw taam
éy' sùol? (dae, cih sikhlou)

What the best way to get to the
railroad station? (walk, ride
a cyclo)

look dae' ko baan,, cih sikhlou'
ko baan.

You can walk, or you can ride a
cyclo.

Drill D. Substitution

- | | |
|---|---|
| 1. taw döl vót phnum, bot-te kaet
pií phlew, döl' eh. | When you get to Wat Phnom, turn
east for two blocks and there
you are. |
| 2. taw döl vót phnum, bot-te <u>thboun</u>
pií phlew, döl' eh. | When you get to Wat Phnom, turn
<u>south</u> for two blocks and there
you are. |
| 3. taw döl vót phnum, bot-te <u>léc</u>
pií phlew, döl' eh. | When you get to Wat Phnom, turn
<u>west</u> for two blocks and there
you are. |
| 4. taw döl vót phnum, bot-te <u>ceen</u>
pií phlew, döl' eh. | When you get to Wat Phnom, turn
<u>north</u> for two blocks and there
you are. |
| 5. taw döl vót phnum, bot-te <u>sam</u>
pií phlew, döl' eh. | When you get to Wat Phnom, turn
<u>right</u> for two blocks and there
you are. |
| 6. taw döl vót phnum, bot-te <u>chvee</u>
pií phlew, döl' eh. | When you get to Wat Phnom, turn
<u>left</u> for two blocks and there
you are. |
| 7. taw döl vót phnum, <u>taw toun</u> pií
phlew, döl' eh. | When you get to Wat Phnom, <u>go</u>
straight for two blocks and
there you are. |
| 8. taw döl vót phnum, <u>bot-te kaet</u>
pií phlew, döl' eh. | When you get to Wat Phnom, turn
<u>east</u> for two blocks and there
you are. |

Drill E. Response

- | | |
|---|--|
| MODEL: <u>Teacher:</u> khñom coŋ <u>vay telegraam</u>
ntec phoon. khñom taw
inaa' tih? (poh) | I want to <u>send a telegram</u> ,
too. Where shall I go?
(Post Office) |
| <u>Student:</u> ou, suol' eh. look taw poh
seap'm.. kelaen nuh haey,
dael kee <u>vay telegraam</u> . | Oh, that's easy. You just
go to the <u>Post Office</u> --
that's where they <u>send</u>
<u>telegrams</u> . |
| 1. khñom coŋ <u>telefoun</u> ntec phoon.
khñom taw inaa' tih? (poh)
ou, suol' eh. look taw <u>poh</u> seap'm..
kelaen nuh haey, dael kee <u>telefoun</u> . | I want to <u>telephone</u> , too. Where
shall I go? (Post Office)
Oh, that's easy. You just go to
the <u>Post Office</u> --that's where
you <u>telephone</u> from. |

2. khñom cəŋ tiñ səphiw phəŋ. khñom
tiw inaa' tih? (phləw monivúŋ,
kee lú?)

ou, sùol' eh. look tiw phləw
monivúŋ sèap'm.. kelaŋ nuh
haey, dael kee lú? səphiw.

3. khñom cəŋ baek luy phəŋ. khñom
tiw inaa' tih? (bəŋ)

ou, sùol' eh. look tiw bəŋ sèap'm..
kelaŋ nuh haey, dael kee baek
luy.

4. khñom cəŋ thee visaa phəŋ khñom
tiw inaa' tiw? (ambasaat)

ou, sùol' eh. look tiw ambasaat
sèap'm.. kelaŋ nuh haey, dael
kee thee visaa.

5. khñom cəŋ róm phəŋ. khñom tiw
inaa' tih? (otael róoyal)

ou, sùol' eh. look tiw otael
róoyal sèap'm.. kelaŋ nuh
haey, dael kee róm.

6. khñom cəŋ tiñ thnam phəŋ. khñom
tiw inaa' tih? (faamasii, kee
lú?)

ou, sùol' eh. look tiw faamasii
sèap'm.. kelaŋ nuh haey, dael
kee lú? thnam.

I want to buy books, too. Where
shall I go? (Monivong Street,
they sell)

Oh, that's easy. You just go to
Monivong Street--that's where
they sell books.

I want to draw out money, too.
Where shall I go? (bank)

Oh, that's easy. You just go to
the bank--that's where you draw
out money.

I want to get a visa, too. Where
shall I go? (embassy)

Oh, that's easy. You just go to
the embassy--that's where they
issue visas.

I want to dance, too. Where shall
I go? (Hotel Royale)

Oh, that's easy. You just go to
the Hotel Royale--that's where
they dance.

I want to buy medicine, too. Where
shall I go? (drug store, they
sell)

Oh, that's easy. You just go to
the drug store--that's where
they sell medicine.

Drill F. Response

MODEL: Teacher: poh, kee bet maŋ pəman?
(baek tól phlii)

Student: baat, niw kelaŋ nuh, kee
baek tól phlii.

What time does the Post Office
close? (It's open all night)

Well, that place is open all
night.

1. faamasii səntral, kee bet maŋ
pəman? (maŋ pmpil yup)

baat, niw kelaŋ nuh, kee bet
maŋ pmpil yup.

What time does the Central Pharmacy
close? (7 p.m.)

Well, that place closes at 7 p.m.

- | | |
|---|---|
| 2. bəŋ, kee bæŋ maŋ pəmaən?
(maŋ pmbuon pək) | What time does the bank open?
(9 a.m.) |
| baat, nīw kelaəŋ nuh, kee bæŋ
maŋ pmbuon pək. | Well, that place opens at 9 a.m. |
| 3. ambasaat, kee bet maŋ pəmaən?
(maŋ pəam ləŋiee) | What time does the embassy close?
(5 p.m.) |
| baat, nīw kelaəŋ nuh, kee bet
maŋ pəam ləŋiee. | Well, that place closes at 5 p.m. |
| 4. restorəŋ laa-tavén, kee bæŋ
maŋ pəmaən? (maŋ mə'ndəp pək) | What time does the La Taverne
Restaurant open? (11 a.m.) |
| baat, nīw kelaəŋ nuh, kee bæŋ
maŋ mə'ndəp pək. | Well, that place opens at 11 a.m. |
| 5. géa atiah-phléəŋ, kee bet maŋ
pəmaən? (baek tól phlī) | What time does the railroad station
close? (it's open all night) |
| baat, nīw kelaəŋ nuh, kee bæŋ
tól phlī. | Well, that place is open all night. |

Drill G. Transformation

- | | |
|---|---|
| MODEL: <u>Teacher</u> : nīw muk poh mīan outaəl
muoy! (khñom lī) | In front of the post office
there's a hotel. (I've heard) |
| <u>Student</u> : khñom lī kee thaa, nīw
muk poh mīan outaəl
muoy! | I've heard that there is a
hotel in front of the post
office. |
| 1. nīw cit géa mīan restorəŋ muoy!
(khñom suo) | Near the station is a restaurant.
(I ask) |
| khñom suo kee thaa, nīw cit géa
mīan restorəŋ muoy! | I ask them whether there is a
restaurant near the station. |
| 2. nīw khaaŋ thboun outaəl mīan
faamasī muoy! (khñom dəŋ) | To the south of the hotel, there
is a drug store. (I know) |
| khñom dəŋ thaa, nīw khaaŋ thboun
outaəl mīan faamasī muoy! | I know that there is a drug store
to the south of the hotel. |
| 3. nīw khaaŋ kaət vīal kpal-hoh mīan
outaəl muoy! (khñom lī) | To the east of the airport there
is a hotel. (I've heard) |
| khñom lī kee thaa nīw khaaŋ kaət
vīal kpal-hoh mīan outaəl muoy. | I've heard that there is a hotel
to the east of the airport. |

4. nıw kòoy véŋ mian vót muoy!
(kee pèap khñom)
kee pèap khñom thaa, nıw kòoy véŋ
mian vót muoy!
Behind the palace there's a temple.
(They've told me)
They told me that there was a temple
behind the palace.
5. nıw túl muk géa mian kelaex róm
muoy! (look pèap khñom)
look pèap khñom thaa, nıw túl muk
géa mian kelaex róm muoy!
Opposite the station there's a dance
hall. (You told me)
You told me that there was a dance
hall opposite the station.

Drill H. Response

- MODEL: Teacher: khñom lıı kee thaa, nıw muk poh mian outael muoy, meen' eh? (touc, touc, s'aat)
I've heard that there is a hotel in front of the post office, is that right? (small, nice)
- Student: baat, mian meen' outael nuh touc' tee, taε-pente s'aat kuo-som!
Yes, there certainly is. That hotel is small, but it's quite nice.
1. khñom lıı kee thaa, nıw cit géa mian restorox muoy, meen' eh? (thlay nah, mehoup chpañ)
baat, mian meen' restorox muh thlay nah, taε-pente mehoup chpañ kuo-som!
I've heard that there is a restaurant near the station, is that right? (very expensive, food is delicious)
Yes, there certainly is. That hotel is expensive, but the food is quite delicious.
2. khñom lıı kee thaa, nıw khaax thboux outael mian faamasii muoy, meen' eh? (touc, thaok)
baat, mian meen' faamasii nuh touc' tee, taε-pente thaok kuo-som!
I've heard that there is a drug store to the south of the hotel, is that right? (small, cheap)
Yes, there certainly is. That drug store is small, but quite cheap.
3. khñom lıı kee thaa, nıw khaax kaet vial kpal-hoh mian outael muoy, meen' eh? (thlay nah, s'aat)
baat, mian meen' outael nuh thlay nah, taε-pente s'aat kuo-som!
I've heard that there is a hotel to the east of the airport, is that right? (very expensive, nice)
Yes, there certainly is. That hotel is very expensive, but quite nice.
4. khñom lıı kee thaa, nıw kòoy véŋ mian vót muoy, meen' eh? (touc, l'oo)
baat, mian meen' vót nuh touc' tee, taε-pente l'oo kuo-som!
I've heard that there is a temple behind the palace, is that right? (small, good)
Yes, there certainly is. That temple is small, but it's quite a good one.

5. khñom lɿi kee thaa, nɿw túl muk
 géa mian kelaɛŋ róm muoy, mɛɛn'
 eh? (m-səw s'aat, thaok)
 baat, mian mɛɛn! kelaɛŋ róm nuh
 m-səw s'aat' tee, taɛ-pente
 thaok kuo-səm!

I've heard that there is a dance
 hall opposite the station, is
 that right? (not very nice, cheap)
 Yes, there certainly is. That dance
 hall is not very nice, but it's
 quite cheap.

Drill I. Multiple Substitution

1. nɿw-inɿŋ mian kelaɛŋ lú? eyvan
 cèen' ah.
2. nɿw taam ruy ouyee mian kelaɛŋ
 lú eyvan cèen' ah.
3. nɿw taam ruy ouyee mian kelaɛŋ
 lú? doɔŋ pakaa cèen' ah.
4. nɿw taam buulevaa nɛrodom mian
 kelaɛŋ lú? doɔŋ pakaa cèen' ah.
5. nɿw taam buulevaa nɛrodom mian
 kelaɛŋ lú? səphiw cèen' ah.
6. nɿw cit poh mian kelaɛŋ lú?
 səphiw cèen' ah.
7. nɿw cit poh mian kelaɛŋ lú?
eyvan cèen' ah.
8. nɿw-inɿŋ mian kelaɛŋ lú? eyvan
 cèen' ah.

Around there, there are lots of
 places that sell things.
 Along Rue Ohier, there are lots of
 places that sell things.
 Along Rue Ohier, there are lots
 of places that sell pens.
 Along Norodom Boulevard, there are
 lots of places that sell pens.
 Along Norodom Boulevard, there are
 lots of places that sell books.
 Near the post office there are lots
 of places that sell books.
 Near the post office there are
 lots of places that sell things.
 Around there, there are lots of
 places that sell things.

Drill J. Response

MODEL: Teacher: chɿaay' teh? (otaɛl delaa
 poh, thboun, pii phlɛw)
Student: tee, m chɿaay' teh! cɛñ
 pii otaɛl delaa poh,
 bot-te thboun pii phlɛw,
 dol' eh.

Is it far? (Hotel de la
 Poste, south, two blocks)
 No, it's not far. Coming
 out of the Hotel de la
 Poste, turn south two blocks
 and there you are.

1. chɿaay' teh? (géa, kaet, bɛy
 phlɛw)
 tee, m chɿaay' teh! cɛñ pii géa,
 bot-te kaet bɛy phlɛw, dol' eh.

Is it far? (station, east, three
 blocks)
 No, it's not far. Coming out of
 the station, turn east three
 blocks and there you are.

2. chyaay' teh? (ambasaat, lec,
mephlew)

tee, m chyaay' teh! cefi pii
ambasaat, bot-te lec mephlew,
dol' eh.

Is it far? (embassy, west, one
block)

No, it's not far. Coming out of
the embassy, turn west one block
and there you are.

3. chyaay' teh? (restorox, ceex,
pii phlew)

tee, m chyaay' teh! cefi pii
restorox, bot-te ceen pii
phlew, dol' eh.

Is it far? (restaurant, north,
two blocks)

No, it's not far. Coming out of
the restaurant, turn north two
blocks and there you are.

4. chyaay' teh? (kelaex rom,
sdam, mephlew)

tee, m chyaay' teh! cefi pii
kelaex rom, bot-te sdam mephlew,
dol' eh.

Is it far? (dance hall, right,
one block)

No, it's not far. Coming out of
the dance hall turn right one
block and there you are.

UNIT 33

BASIC DIALOGUE

Sarin

1. məc, look pool! kit tiw naa
ntec' ih?

Well, Paul! Do you feel like
going anywhere?

Paul

2. mian ey? cəŋ tiw naa, səc-te
lee look' eh?

Sure! Wherever you want to go,
it's up to you.

Sarin

3. yii, thəy nih khñom douc cəŋ
tiw vót phnum međəŋ?

Gee, today I guess I'd like to go
to Wat Phnom.

Paul

4. tiw vót phnum' ko tiw.
5. nıw vót phnum, mian ey-khlah?
khñom m-dael tiw soh?

Well, let's go to Wat Phnom then.
What do they have at Wat Phnom?
I've never been there.

Sarin

6. ou, look m deŋ' tee.. vót phnum
cia daem kmnaet phnum piñ.

Oh, you don't know. Wat Phnom is
the birthplace of Phnom Penh.

Paul

7. ou, ñceŋ! khñom cəŋ tiw
meel' ah.
8. som look niyley pəap khñom
pii vót phnum ntec tiet' meeh.

Oh, is that so! I'd like to go
see it.
Could you please tell me something
more about Wat Phnom.

Sarin

9. baat, nıw nuh, mian phnum touc
muoy. haey nıw lee kepuul
phnum nuh mian cay-dey muoy,
haey-nŋ pehia muoy?

Well, there is a little hill there,
and on the top of the hill there
is a stupa and a temple.

Paul

10. mian look səŋ' teh, nıw-inıŋ?

Are there any priests there?

Sarin

11. ou, mian look səŋ me'əŋ-pii dae.

Oh, there are one or two priests.

Paul

12. məc, kit tiw alew' ih?

Well, shall we go now?

Sarin

13. taam khñom, khñom thaa cam maon
pmmuoy, sem tiw!

As far as I'm concerned, I say
let's wait until six o'clock
to go.

14. púh nìw maon pmmuoy, mian kee
leeng phleeng phoon, nìw kelaeng
nuh.

Because at six o'clock, they play
music there, too.

Paul

15. mian ey' ñceŋ.. sèac-tè lee
look' coh.

All right, then. It's up to you.

16. nìw nuh mian ey kòan-n meel
tiet' eh?

Is there anything else there that
we should see?

Sarin

17. baat, they m mian? mian suon
chbaa l'wə' nah, nìw cumvín
vót phnum.

Sure, there is. There is a nice
flower garden, around Wat Phnom.

Paul

18. mian menuh tiw leeng cèen' teh?

Do lots of people go there?

Sarin

19. wə, thŋay nìh, thŋay saw phoon..
pehael menuh cèen' ah.

Oh, today is Saturday. There will
probably be a lot of people there.

Paul

20. ñceŋ pehael sèbaay' ah, meel
tiw. kee tiw thee ey' nìŋ?

It must be very nice there, then.
What do they do?

Sarin

21. wə, kee tiw sdap phleeng phoon,,
nóm koun-caw kee tiw leeng
phoon!

Oh, they either go listen to the
music, or they take their
children there to play.

22. púh nìw kulaeng nuh, mian kelaeng
smèap khmeeng leeng muoy l'wə'
ah.

Because there is a very nice
place for children to play
there.

Paul

23. khñom kit cəŋ tiw pii-thŋay'
ntec.

I think I'd like to go while it's
still daylight.

24. púh khñom cəŋ dae meel kee aeng'
ntec.

Because I'd like to walk around
and see them for myself.

Sarin

25. mian ey' ficeŋ.. riap-com
khlun oy haey' tih. maŋ
pèam kelah, yeŋ tiw.

Sure, why not. Let's get ourselves
ready. At five-thirty, we'll go.

Paul

26. khñom haey alew' eh. cam
mephleat' neh.

I'm just about ready. Wait a
minute.

DIALOGUE FOR COMPREHENSION

look sarinlook pool

1. mæc, look pool! kit tiw naa
bontec rih?
2. mian ey? cŋ tiw naa, srac-tæc
lee look tee.
3. yil, thŋay nih khñom douc
cŋ tiw vôt phnum medoŋ.
4. tiw vôt phnum kœ tiw.
5. niw vôt phnum mian ey khlah?
6. ou, look min dŋ tee. vôt phnum
cia daem kœmaet phnum pifi.
7. ou, eŋiceŋ! khñom cŋ tiw meel
nah.
8. soum look ni'yiey prap khñom
ompil vôt phnum bontec tiet
meel.
9. baat, niw nuh mian phnum touc muoy,
haey niw lee kompuul phnum nuh
mian cœedey haey-niŋ préh-vihia muoy.
10. mian look sŋ tee, niw-aœneŋ?
11. ou, mian look sŋ me'œŋ-pil dæc.
12. mæc, kit tiw sylew rih?
13. taam khñom, khñom thaa cam maŋ
prammuoy sem tiw.
14. pruh niw maŋ prammuoy mian kee leeŋ
phleeŋ phœŋ, niw kœnlaœŋ nuh.
15. mian ey, eŋiceŋ. srac-tæc lee
look coh.
16. niw nuh mian ey krôn-niŋ meel
tiet tee?
17. baat, thvœ-ey min mian? mian suon
chbaa l'œœ nah niw cumvifi vôt phnum.
18. mian menuh tiw leeŋ craen tee?

19. ១១, ឆ្ងាយ នឹង ឆ្ងាយ saw phoong.
prohael menuh craen nah.
20. ឆ្ងាយ prohael sebaay nah, meel
tiw. kee tiw thvee ovey ninq?
21. ១១, kee tiw sdap phleeng phoong, nom
koun-caw kee tiw leeng phoong.
22. pruh niw konlaeng nuh mian konlaeng
somrap khmeeng leeng muoy l'oo nah.
23. khnom kit cong tiw pii thay
bontec.
24. pruh khnom cong dae meel kee
aeng bontec.
25. mian ey, ឆ្ងាយ. riap-com khluon aoy
haey tiw. maong pram konlah yeeng tiw.
26. khnom haey eylew haey. cam
mephleest naa.

NOTE: More Complex Constructions

1. This unit contains a number of discontinuous constructions, some of which have been previously discussed (see Note, Unit 28). Examples of old patterns:

5. khnom m-dael tiw soh!
I've never gone there at all.
(See also Unit 19). (More examples in Drill C of this unit.)
8. soum look niyiey peap khnom pii vot phnum ntec tiet' meeh.
Please tell me a little more about Wat Phnom.
(More examples in Drill D).
20. ឆ្ងាយ pehael sebaay' ah, meel tiw.
So it must be pretty nice, I guess.

2. Two of the new discontinuous constructions are based on repeated elements occurring in two successive phrases or clauses. They are thus similar to the construction./...ko baan,, ... ko baan/, discussed in Unit 28.

/... tiw...' ko tiw/

4. tiw vot phnum' ko tiw.
If we're going to Wat Phnom, let's go!
(Let's go to Wat Phnom, then!)

This is an extremely common way of saying 'Let's...then' in Cambodian.

(More examples in Drill B).

The point here is that preverbal modifiers of the class of /douc/, /douc-ce/ (/douc-cia/), /pehaɛl/ (/prohaɛl/) meaning 'maybe,' etc. precede other modifiers, such as the class of auxiliary verbs meaning 'like', etc. (See Note 2, Unit 28), e.g. /coŋ/.

(More examples in Drill A.)

/meʔoŋ-pii/ 'one or two (monks)'

11. ou, mian look soŋ meʔoŋ pii daɛ.

'Oh, there are one or two monks.'

You have already heard numeral constructions like /pii-bey/ 'two or three' and /muoy-pii/ 'one or two.' In the case of /muoy-pii/ there are word-order complications whenever a classifier (see Note, Unit 38) is involved; that is, whenever a special word must be used for counting purposes. (Note that the larger numerals also fill the classifier position -see last example below). Since /muoy/ contracts to /me-/ before classifiers, this combination is retained intact even when /pii/ follows. Such is not the case when the numeral expression is /pii-bey/ or anything higher; here the classifier comes last. Examples:

<u>Classifier</u>		<u>'1-2'</u>	<u>'2-3'</u>
(none)		muoy-pii	pii-bey
oŋ	'Buddhist monk'	meʔoŋ-pii	pii-bey oŋ
néʔ	'person'	menéʔ-pii	pii-bey néʔ
doŋ	'time'	medoŋ-pii	pii-bey doŋ
róoy	'hundred'	meróoy-pii	pii-bey róoy

(More examples are in Drill G.)

/tehʔ/ in the middle of a sentence.

10. mian look soŋ' teh, niw-iniŋʔ

'Are there any monks, in that place?'

Occasionally the interrogative /tehʔ/ moves from its normal position at the end of the sentence to the middle of it. The result is two clauses, both of which have normal question intonation. The combination is written /... teh,ʔ/ as above. (Other examples in Drill G.)

NEW VOCABULARY

The following new words occur in the drills of this unit:

pennaa (ponnaa)	'what kind, to what extent'
peyúl (punyúl)	'to explain (based on /yúl/ 'to understand')
thmey-thmey	'new, recent'
psæŋ-psæŋ	'different, various'
muoy-muoy	'few, scarce'
thŋay bon	'festival day, holiday'
thŋay chup	'day off, holiday'

DRILLS

Drill A. Multiple Substitution

- | | |
|--|---|
| 1. thŋay nih khñom douc cəŋ tiw
vót phnum medəŋ! | Today I guess I'd like to go to
Wat Phnom. |
| 2. thŋay nih khñom douc cəŋ tiw
poocəntəŋ medəŋ! | Today I guess I'd like to go to
<u>Pochentong</u> . |
| 3. sʔaek khñom douc cəŋ tiw
poocəntəŋ medəŋ! | <u>Tomorrow</u> I guess I'd like to go
Pochentong. |
| 4. sʔaek khñom douc cəŋ tiw m-piñ
medəŋ! | Tomorrow I guess I'd like to go
to <u>Phnom Penh</u> . |
| 5. sʔaek khñom douc cəŋ tiw m-piñ
viñ! | Tomorrow I guess I'd like to go
<u>back</u> to Phnom Penh. |
| 6. sʔaek khñom douc cəŋ teləp tiw
m-piñ viñ! | Tomorrow I guess I'd like to
<u>return</u> to Phnom Penh. |
| 7. <u>thŋay nih</u> khñom douc cəŋ teləp
tiw m-piñ viñ! | <u>Today</u> I guess I'd like to return
to Phnom Penh. |
| 8. thŋay nih khñom douc cəŋ tiw
m-piñ viñ. | Today I guess I'd <u>like to go back</u>
to Phnom Penh. |
| 9. thŋay nih khñom douc cəŋ tiw
m-piñ medəŋ! | Today I guess I'd like to <u>go</u> to
Phnom Penh. |
| 10. thŋay nih khñom douc cəŋ tiw
vót phnum medəŋ! | Today I guess I'd like to go to
<u>Wat Phnom</u> . |

Drill B. ResponseMODEL: Teacher: tɿw vót phnum' ih?

Shall we go to Wat Phnom?

Student: tɿw vót phnum' ko tɿw.

Sure, let's go to Wat Phnom.

1. tɿw meel kon' ih?
tɿw meel kon' ko tɿw.Shall we go see a movie?
Sure, let's go see a movie.2. tɿw ɣuut tek' ih?
tɿw ɣuut tek' ko tɿw.Shall we go take a shower?
Sure, let's go take a shower.3. tɿw róm' ih?
tɿw róm' ko tɿw.Shall we go dance?
Sure, let's go dance.4. tɿw sɔp phleeɣ' ih?
tɿw sɔp phleeɣ' ko tɿw.Shall we go listen to the music?
Sure, let's go listen to the music.5. tɿw ɲam baay' ih?
tɿw ɲam baay' ko tɿw.Shall we go eat?
Sure, let's go eat.6. tɿw leeq vaasentaon' ih?
tɿw leeq vaasentaon' ko tɿw.Shall we go visit Washington?
Sure, let's go visit Washington.7. tɿw psaa' ih?
tɿw psaa' ko tɿw.Shall we go to the market?
Sure, let's go to the market.Drill C. Multiple Substitution1. vót phnum mian ey-khlah?
khñom m-dael tɿw soh/What do they have at Wat Phnom?
I've never been there.2. phtéh look mian ey-khlah?
khñom m-dael tɿw soh/What do you have at your house?
I've never been there.3. phtéh look mian ey-khlah?
khñom m-dael kheeff soh/What do you have at your house?
I've never seen it.4. phtéh look pennaa?
khñom m-dael kheeff soh/What's your house like?
I've never seen it.5. phtéh look pennaa?
khñom m-dael tɿw soh/What's your house like?
I've never been there.6. vót phnum pennaa?
khñom m-dael tɿw soh/What's Wat Phnom like?
I've never been there.7. vót phnum mian ey-khlah?
khñom m-dael tɿw soh/What do they have at Wat Phnom?
I've never been there.

Drill D. Multiple Substitution

- | | |
|--|---|
| 1. som niyley pèap khñom pii vót
phnum ntec tiet' meeh. | Please tell me a little bit more
about Wat Phnom. |
| 2. som niyley pèap khñom pii vót
phnum <u>medoan tiet'</u> meeh. | Please tell me <u>again</u> about Wat
Phnom. |
| 3. som niyley pèap khñom pii <u>sòk</u>
<u>khmae medoan tiet'</u> meeh. | Please tell me again about <u>Cambodia</u> . |
| 4. som <u>peyul</u> khñom pii sòk khmae
medoan tiet' meeh. | Please <u>explain</u> to me again about
Cambodia. |
| 5. som <u>peyul</u> khñom pii sòk khmae
<u>ntec tiet'</u> meeh. | Please explain to me <u>a little bit</u>
<u>more</u> about Cambodia. |
| 6. som <u>niyley pèap</u> khñom pii sòk
khmae ntec tiet' meeh. | Please <u>tell</u> me a little bit more
about Cambodia. |
| 7. som niyley pèap khñom pii <u>vót</u>
<u>phnum ntec tiet'</u> meeh. | Please tell me a little bit more
about <u>Wat Phnom</u> . |

Drill E. Response

- MODEL: Teacher: thgay nìq mian menuh cèen' teh? (thgay saw, Will there be a lot of people
cèen' ah) today? (Saturday, a lot)
- Student: គ្រប់, thgay nih, thgay saw.. Oh, today is Saturday. There
pehael mian menuh cèen' ah. will probably be a lot of
people.
- | | |
|---|--|
| 1. thgay nìq mian menuh cèen' teh?
(thgay atit, khmian menuh' teh)
គ្រប់, thgay nih, thgay atit'n..
pehael khmian menuh' teh' | Will there be a lot of people today?
(Sunday, no people)
Oh, today is Sunday. There probably
won't be any people. |
| 2. thgay nìq mian laan cèen' teh?
(thgay bon, cèen' ah)
គ្រប់, thgay nih, thgay bon..
pehael mian laan cèen' ah. | Will there be a lot of cars today?
(holiday, a lot)
Oh, today is a holiday.
There will probably be a lot of cars. |
| 3. thgay nìq mian laan cèen' teh?
(thgay can, khmian laan' teh)
គ្រប់, thgay nih, thgay can..
pehael khmian laan' teh' | Will there be a lot of cars today?
(Monday, no cars)
Oh, today is Monday. There probably
won't be any cars. |
| 4. thgay nìq mian laan cèen' teh?
(thgay chup, mian laan muoy-muoy)
គ្រប់, thgay nih, thgay chup'm..
pehael mian laan muoy-muoy. | Will there be a lot of cars today?
(holiday, a few cars)
Oh, today is a holiday. There will
probably be a few cars. |

Drill F. Response

MODEL: Teacher: kee tiw thee ey' niŋ?
(dae leen, sdap phleen)

What do they do there?
(Stroll around, listen to music)

Student: kee tiw dae laan phoon,,
sdap phleen phoon!

They stroll around some, and they listen to music some.

1. kee tiw thee ey' niŋ?
(rien, meel kon)
kee tiw rien phoon,, meel kon
phoon!

What do they do there?
(Study, watch movies)
They study some, and they watch movies some.

2. kee tiw thee ey' niŋ?
(baek luy, tifi eyvan)
kee tiw baek luy phoon,,
tifi eyvan phoon!

What do they do there?
(Draw out money, buy things)
They draw out money, and they buy things.

3. kee tiw thee ey' niŋ?
(leen, mian kaa)
kee tiw leen phoon,, mian
kaa phoon!

What do they do there?
(Go for pleasure, go for business)
They sometimes go for pleasure, and they sometimes go for business.

4. kee tiw thee ey' niŋ?
(rien, thee kaa)
kee tiw rien phoon,, thee
kaa phoon!

What do they do there?
(Study, work)
They study some, and they work some.

5. kee tiw thee ey' niŋ?
(bxiën, rien)
kee tiw bxiën phoon,, rien
phoon!

What do they do there?
(Teach, study)
They teach some and they study some.

Drill G. Response

MODEL: Teacher: mian look soŋ' teh,
niw-iniŋ? (me'ox-pii)

Are there any priests there?
(One or two)

Student: ou, mian look soŋ
me'ox-pii' dae.

Oh, there are one or two priests.

1. mian look soŋ' teh, niw-iniŋ?
(pii-bey ox)
ou, mian look soŋ pii-bey ox'
dae.

Are there any priests there?
(Two or three)
Oh, there are two or three priests there.

2. mian kuu bxiën' teh, niw-iniŋ?
(mené'-pii)
ou, mian kuu bxiën mené'-pii'
dae.

Are there any teachers there?
(One or two)
Oh, there are one or two teachers there.

- | | |
|---|---|
| <p>3. mian koun seh' teh, niw-iniŋ?
(buon-pèam né?)
ou, mian koun seh buon-pèam
né? 'daε.</p> <p>4. mian pèaŋ' teh, niw-iniŋ? (cèen)
ou, mian pèaŋ cèen' daε.</p> <p>5. mian look sɔŋ' teh, niw-iniŋ?
(bɛy-buon ɔŋ)
ou, mian look sɔŋ bɛy-buon ɔŋ'
daε.</p> | <p>Are there any students there?
(Four or five)
Oh, there are four or five students
there.</p> <p>Are there any French there? (A lot)
Oh, there are a lot of French there.</p> <p>Are there any priests there?
(Three or four)
Oh, there are three or four
priests there.</p> |
|---|---|

Drill H. Response

MODEL: Teacher: mɛc, look pool! kit tiw
naa ntɛc' ih?
(sèac-te lee look)

Student: mian ɛy? cɔŋ tiw naa,
sèac-te lee look' teh!

Well, Paul! Do you feel
like going anywhere?
(Up to you)

Sure! Wherever you'd like
to go, it's up to you.

1. mɛc, look pool! kit tiw leen maon
pemaan? (sèac-te lee look)
mian ɛy? cɔŋ tiw maon pemaan,
sèac-te lee look' teh!

Well, Paul! What time do you feel
like going? (Up to you)
It doesn't matter! Whatever time
you want to go, it's up to you.

2. mɛc, kaŋaa vansii! kit tiw naa
ntɛc' ih? (sèac-te lee look sɛy)

Well, Miss Vansy! Do you feel
like going anywhere?
(It's up to you, ma'am)

Sure! Wherever you want to go,
it's up to you, ma'am.

3. mɛc, look! kit pesaa ɛy ntɛc'
ih? (sèac-te lee look)
mian ɛy? cɔŋ pesaa ɛy, sèac-te
lee look' teh!

Well! Do you feel like eating a
little something? (It's up to you)
Sure! Whatever you want to eat,
it's up to you.

4. mɛc, look sɛy! kit tiw kelaɛŋ
niŋ' ih? (sèac-te lee look)
mian ɛy? cɔŋ tiw kelaɛŋ naa,
sèac-te lee look' teh!

Well ma'am! Do you feel like
going there? (It's up to you)
Sure! Wherever you want to go,
it's up to you.

5. mɛc, look pool? kit tiw maon
pemaan? (sèac-te lee look)
mian ɛy? cɔŋ tiw maon pemaan,
sèac-te lee look' teh!

Well Paul! What time do you feel
like going? (It's up to you)
It doesn't matter. Whatever time
you want to go, it's up to you.

Drill I. Response

- MODEL: Teacher: nɔw nuh, mian ɛy kòan-n
meel tiet' eh?
(suon chbaa l'ɔɔ' ah)
Student: baat, they m mian? mian
suon chbaa l'ɔɔ' ah. Is there anything else we
should see there?
(A nice flower garden)
Sure there is! There is a
nice flower garden.
1. nɔw nuh, mian ɛy kòan-n aan
tiet' eh?
(kasæet thmey-thmey cèen' ah)
baat, they m mian? mian kasæet
thmey-thmey cèen' an. Is there anything else we should
read there?
(Lots of new newspapers)
Sure there is! There are lots of
new newspapers there.
2. nɔw vót phnum, mian ɛy kòan-n meel
tiet' eh? (phnum touc muoy,
cay-dey muoy, pehia muoy)
baat, they m mian? mian phnum touc
muoy, cay-dey muoy, haey-nɔ pehia
muoy! Is there anything else we should
see at Wat Phnom? (A small
hill, a stupa, and a temple)
Sure there is! There is a small
hill, a stupa, and a temple.
3. nɔw nuh, mian ɛy kòan-n tifi
tiet' eh?
(ɛyvan pseeŋ-pseeŋ thaok' ah)
baat, they m mian? mian ɛyvan
pseeŋ-pseeŋ thaok' ah. Is there anything else we should
buy there?
(Different kinds of cheap goods)
Sure there is! There are different
kinds of cheap goods.
4. nɔw otael róoyal, mian ɛy kòan-n
kmsaan tiet' eh?
(kelaŋ róm l'ɔɔ' ah)
baat, they m mian? mian kelaŋ
róm l'ɔɔ' ah. Are there any more amusements at
the Hotel Royale?
(A very nice place to dance)
Sure there is! There is a very
nice place to dance there.
5. nɔw nuh, mian ɛy kòan-n nóm
koun-caw tiw leen tiet' eh?
(kelaŋ smèap khmeen leen muoy
l'ɔɔ' ah)
baat, they m mian? mian kelaŋ
smèap khmeen leen muoy l'ɔɔ' ah. Is there anything else we should
take the children to do there?
(A very nice place for the
children to play)
Sure there is! There is a very
nice place there for children
to play.

Drill J. Transformation

MODEL: Teacher: kee tiw dae leeq phooq,,
 tiw sdap phleeq phooq!

They go there to stroll
around, and listen to
music also.

Student: kee tiw dae leeq, ruoc tiw
 sdap phleeq!

They go there to stroll
around, then they go to
listen to music.

1. kee tiw rien phooq,, tiw meel
 kon phooq!
 kee tiw rien, ruoc tiw meel kon.

They go to study, and also to
watch movies.

They go to study and then they go
to watch movies.

2. kee tiw baek luy phooq,, tiw tif
 eyvan phooq!
 kee tiw baek luy, ruoc tiw tif
 eyvan!

They go to draw out money, and
also to buy things.

They go to draw out money and then
they go to buy things.

3. kee tiw rien phooq,, tiw thee
 kaa phooq!
 kee tiw rien, ruoc tiw thee kaa!

They go to study, and also to work.

They go to study and then they go
to work.

4. kee tiw bqien phooq,, tiw rien
 phooq!
 kee tiw bqien, ruoc tiw rien!

They go to teach, and also to
study.

They go to teach and then they go
to study.

UNIT 34

BASIC DIALOGUE

A Cambodian

1. look dael tiw ɲkóo vót' eh?

Have you ever been to Angkor Wat?

An American

2. baat, m dael soh!

No, I never have.

A Cambodian3. mec, coŋ atít nɲ, bæ khmian
kaa ey' teh, tiw leen cemuoy
khñom' ih?Well, this weekend, if you're not
busy, will you go there with
me?An American4. baat, khñom khmian levúl
thee ey' teh!Sure, I don't have anything to
do.A Cambodian5. ñceŋ, tiw cemuoy khñom tiw'
ih?In that case, you'll go with
me?An American

6. look kit ñceefñ tiw ɲkaal?

When were you thinking of going?

A Cambodian7. khñom coŋ ceñ tiw leŋiee
thɲay sok!I would like to leave Friday
evening.An American

8. look kit ñceefñ tiw taam ey?

How do you plan to go?

A Cambodian9. khñom meel tiw, pehael baek
laan khñom tiw' eh!I guess I will drive my car
there.An American

10. mian nēnaa tiw cemuoy look' eh?

Is anyone going with you?

A Cambodian11. baat, mian puo?-maa? khñom
mené? kee coŋ tiw cemuoy
khñom' deh.Yes, one of my friends wants to
go with me too.

An American

12. be look aoy khñom tiw cemuooy
phəɔŋ, khñom ɔɔ kun cəen' ah. If you let me go along, I'd be
very grateful to you.
13. som tooh, tiw pəmaan maɔŋ baan
dɔl? Excuse me, how many hours does
it take to get there?

A Cambodian

14. ou, pəhaɛl pəam-pmmuoy maɔŋ
dɔl' əh. Oh, it takes perhaps five or six
hours.

An American

15. ficeŋ, chɣaay kuosom daɛ' nəh. In that case, it's quite far,
isn't it?

A Cambodian

16. taam khñom smaan, look cəŋ
chup kədaal phlew meel
kəlaɛŋ pseɛŋ-pseɛŋ' əh, I should imagine that you would
want to stop along the way to
meel tiw. see different places, wouldn't
you?

An American

17. baat, niw kədaal phlew, mian
kəlaɛŋ naa kuo coul meel'
təh? Yes. Are there any places along
the way that would be interesting
to stop and see?

A Cambodian

18. baat! khñom cəŋ chup niw
kəpuŋ thom mephleɛt, púh
niw cəm phlew tiw siem
riap daɛ. Yes. I would like to stop at
Kompong Thom, because it's
right on the way to Siem Reap.

An American

19. ficeŋ suol' əh. That would be nice.

A Cambodian

20. ficeŋ thɣay sok, cəñ pii theə
kaa yeəŋ tiw pdaoy' nəh. So on Friday, we'll go straight
from work, all right?

An American

21. baat! Yes.

DIALOGUE FOR COMPREHENSION

khmaeamerikan

1. look dael tiw ɔŋkóo vót tee?
2. baat, min dael soh.
3. mæc, cɔŋ aatit niŋ, bæ khmian kaa ey tee, tiw leenɔŋ cia-muoy khñom riŋ?
4. baat, khñom khmian róovúl thvæ ɔvey tee.
5. eñcɔŋ, tiw cia-muoy khñom tiw, naa?
6. look kit eñcæñ tiw ɔŋkaal?
7. khñom cɔŋ cæñ tiw læŋieɛ thɔay sok.
8. look kit eñcæñ tiw taam ey?
9. khñom meel tiw, prɔhael bæɛk laan khñom tiw haey.
10. mian né?-naa tiw cia-muoy look tee?
11. baat, mian puo?-maa? khñom məné?, kee cɔŋ tiw cia-muoy khñom dae.
12. bæ look aoy khñom tiw cia-muoy phooŋ, khñom ɔɔ kun craen nah.
13. soum tooh, tiw ponmaan maon baan dol?
14. ou, prɔhael pram-prammuoy maon dol haey.
15. eñcɔŋ, chɔaay kuo-som dae, naa?
16. taam khñom smaen, look cɔŋ chup kondaal phlæw, meel kɔnlaeŋ pɛeŋ-pɛeŋ haey, meel tiw.
17. baat, niw kondaal phlæw mian kɔnlaeŋ naa kuo coul meel tee?
18. baat, khñom cɔŋ chup niw kɔmpuŋ thom mɛphlæet, pruh niw com phlæw tiw siem riap dae.
19. eñcɔŋ sruol haey.
20. eñcɔŋ thɔay sok, cæñ pii thvæ kaa, yeŋ tiw pdaoy naa?
21. baat.

NOTE: Time-Signals in the Predicate

You are already aware of the fact that the Cambodian way of dealing with time concepts is quite different from the English way. For one thing, the English speaker must always distinguish between past and non-past verb forms ('I came' vs. 'I come'), whether he wants to or not. The Cambodian speaker uses verbs which refer equally well to past, present, future, or general situations, and he gives you clues as to the time-relevance of his utterances only when he feels it is necessary. On the other hand, he must infallibly distinguish other categories of verb aspect-e.g. whether or not an action is completed or merely attempted (/meel/ and /rooʔ/ vs. /meel kheeff/ and /rooʔ kheeff/), and whether or not an action is real or hypothetical (/baan/ vs. /oy-baan/).

The drills of this unit are designed to help you to recognize certain time-signals that occur in various parts of the predicate. These signals make it possible to determine, even out of context, whether sentences refer to the past, the present, the future, or to a timeless situation. The notes below follow the actual order of the drills.

Drill A. look dael tiw ŋkoo vót' eh?

'Have you ever gone to Angkor Wat?'

Pre-verbal modifiers such as /dael/ 'ever' and /thlóp/ 'used to, once did,' and their negatives are infallible signals of the past. Less dependable are /baan/ and /mian/ (see Drills B, E, and G), which only sometimes refer to the past. Modifiers such as /coŋ/ 'want to' and /kit/ 'plan to' usually signal future, hypothetical, or incomplete action - /coŋ/ is substituted for /dael/ in this drill to point up the contrast.

Drill B. mec, coŋ atit nŋ, look khmian kaa ey tee'?

'How about it, don't you have anything to do this weekend?'

The main verb /mian/ and its negative /khmian/ (see Note, Unit 29) give no signal as to time. It is the expression /coŋ atit nŋ/ 'this weekend' that furnishes the clue here. The same is true of the /mian/ and /khmian/ before other verbs (example taken from response to sentence 2 of the same drill):

baat, khñom khmian tiw naa' teh!

'I don't have anywhere to go.'

(Could also mean 'I didn't go anywhere.')

Drill C. khñom meel tiw, pehael baek laan khñom tiw' eh.

'I guess I'll probably drive my car there.'

The expression /meel tiw, pehael/ is a fairly dependable sign of the future. The corresponding discontinuous construction /pehael... meel tiw/ (see Note, Unit 28, end) is different, and often implies a reconstruction of past events.

Drill D. look cəñ tiw ŋkaal?

'When are you leaving?'

The occurrence of question-words referring to time, such as /ŋkaal/ and the others in this drill, without /pil/ in front of them (see Note, Unit 30) is a fair indication of future time. Toward the end of the drill, where the question-words no longer refer to time, it is only the context which would give the clue.

Drill E. baek laan pemaan maon baan dol?

'How long does it take to get there by car?'

In this case /baan/ merely signals a general question, without specific reference to past, present, or future.

Drill F. ficey thray sok, ceñ pii thee kaa yeey tiw (oy) pdaoy' neh.

'So on Friday, when we leave work we'll go there directly,
shall we?'

Since /thray sok/ could refer to 'last Friday', 'next Friday' or 'Fridays' in general, the real time signal is provided by the enclitic /neh/, which asks for agreement on a proposal of action. The futurity of the action also accounts for the fact that you may hear /oy/ 'so that' before the adjective /pdaoy/ 'direct.' (This does not happen before /te medoon/, an adverbial expression meaning almost the same thing.)

Drill G. tee, lexiec thray saw, baan khñom tiw!

'No, I'm not going until Saturday evening.'

This /baan/, which precedes the subject, is a future time signal (unlike the /baan/ in Drill E).

Drill H. be look aoy khñom tiw cemmuy phoon, khñom oo kun ceen' ah.

'If you let me go along with you, I'll be very grateful.'

The item /aoy/, here used before an entire subject-predicate construction, is a sure sign of hypothetical (and thus usually future) action.

Drill I. and J. khñom con chup niw kepúy thom mephleat!

'I want to stop in Kompong Thom a while.'

look kit ficeñ tiw taam laan dae!?

'Are you planning to go by car too?'

Both drills refer to the future - see note on Drill A, end.

DRILLS

Drill A. Multiple Substitution

- | | |
|--|--|
| 1. look dael tiw <u>nkóo vót</u> eh? | Have you ever been to Angkor Wat? |
| 2. look dael <u>kheñ</u> <u>nkóo vót</u> eh? | Have you ever <u>seen</u> Angkor Wat? |
| 3. look dael <u>kheñ</u> <u>ph téh khñom</u> eh? | Have you ever seen <u>my house</u> ? |
| 4. look <u>con</u> <u>kheñ</u> <u>ph téh khñom</u> eh? | Do you <u>want to</u> see my house? |
| 5. look con <u>kheñ</u> <u>nkóo vót</u> eh? | Do you want to see <u>Angkor Wat</u> ? |
| 6. look con <u>tiw</u> <u>nkóo vót</u> eh? | Do you want to <u>go</u> to Angkor Wat? |
| 7. look <u>dael</u> tiw <u>nkóo vót</u> eh? | <u>Have you ever</u> been to Angkor Wat? |

MODEL: Teacher: mɛc, coŋ atit niŋ, look
 kɰmian kaa ɛy tee!?

Student: baat, khfiom kɰmian kaa
 ɛy' teh!

Well, this weekend you don't
have anything to do, do you?
No, I don't have anything
to do.

1. mɛc, cɔŋ atit nɪŋ, look levúl' eh!
baat, khñom khmian levúl' eh!
2. mɛc, cɔŋ atit nɪŋ, look tiw
naa' teh?
baat, khñom khmian tiw naa' teh!
3. mɛc, cɔŋ atit nɪŋ, look cɔŋ cuop
look serin' teh?
baat, khñom khmian cɔŋ cuop' eh!
4. mɛc, cɔŋ atit nɪŋ, look cɔŋ tiw
naa' teh?
baat, khñom khmian cɔŋ tiw naa' teh!
5. mɛc, cɔŋ atit nɪŋ, look kit thee
ɛy' teh?
baat, khñom khmian kit thee
ɛy' teh!

Well, this weekend, you're busy,
aren't you?

No, I'm not busy.

Well, this weekend are you going
anywhere?

No, I'm not going anywhere.

Well, this weekend you want to
meet Mr. Sarin, don't you?
No, I don't want to meet him.

Well, this weekend you want to go
somewhere, don't you?

No, I don't want to go anywhere.

Well, this weekend you're thinking
of doing something, aren't you?
No, I'm not thinking of doing
anything.

1. khñom meel tiw, pəhaɛl baek laan
khñom tiw' eh.
2. khñom meel tiw, pəhaɛl yoo' laan
khñom tiw' eh.
3. khñom meel tiw, pəhaɛl khcey laan
kee tiw' eh.
4. khñom meel tiw, pəhaɛl cuol laan
kee tiw' eh.
5. khñom kit cuol laan kee tiw' eh.
6. khñom kit baek laan khñom tiw' eh.
7. khñom meel tiw, pəhaɛl baek laan
khñom tiw' eh.

I guess I will drive my car there.

I guess I will take my car there.

I guess I will borrow a car to go there.

I guess I will rent a car to go there.

I'm thinking of renting a car to go there.

I'm thinking of driving my car
there.

I guess I'll drive my car there.

Drill D. Response

MODEL: Teacher: look cǝñ tiw ɣkaal?
 (ləŋieɕ thɣay sok)
Student: khñom cǝñ tiw ləŋieɕ
 thɣay sok'ŋ.

When are you leaving?
 (Friday evening)
 I'm leaving Friday evening.

1. look cǝñ tiw maonɣ pemaan?
 (maonɣ pmbuon yup)
 khñom cǝñ tiw maonɣ pmbuon yup'm.
2. look cǝñ tiw maonɣ pemaan?
 (maonɣ pǝam phlii)
 khñom cǝñ tiw maonɣ pǝam phlii.
3. look cǝñ tiw taam naa?
 (phlew pǝy-ŋkóo)
 khñom cǝñ tiw taam phlew pǝy-ŋkóo.
4. look cǝñ tiw taam ey? (laan)
 khñom cǝñ tiw taam laan.

What time are you leaving?
 (9:00 P.M.)
 I'm leaving at 9:00 P.M.

What time are you leaving?
 (five o'clock in the morning)
 I'm leaving at five o'clock in
 the morning.

How are you going out?
 (the Saigon road)
 I'm going out by the Saigon road.

How are you leaving? (car)
 I'm leaving by car.

Drill E. Response

MODEL: Teacher: baek laan pemaan maonɣ
 baan dǝl?
Student: baat, baek laan pǝam
 maonɣ dǝl' eh.

How many hours does it take
 to drive a car there?
 It takes five hours to get
 there by car.

1. cih kpal-hoh pemaan maonɣ baan dǝl?
 (pii maonɣ kelah)
 baat, cih kpal-hoh pii maonɣ kelah
 dǝl' eh.
2. cih kɔŋ pemaan thɣay baan dǝl?
 (pii thɣay)
 baat, cih kɔŋ pii thɣay dǝl' eh.
3. dae pemaan maonɣ baan dǝl?
 (memaonɣ)
 baat, dae memaonɣ dǝl' eh.

How many hours does it take to get
 there by airplane?
 (two and a half hours)
 It takes two and a half hours to
 get there by airplane.

How many days does it take to ride
 a bicycle there? (two days)
 It takes two days to ride a
 bicycle there.

How many hours does it take to
 walk there? (one hour)
 It takes one hour to walk there.

4. cih sikhlou pëmaan maon baan
dol? (kelah maon)
baat, cih sikhlou kelah maon
dol' eh.

How many hours does it take to
get there by cyclo? (half an hour)
It takes a half an hour to get
there by cyclo.

5. cih kpal pëmaan maon baan dol?
(pmmuoy maon)
baat, cih kpal pmmuoy maon
dol' eh.

How many hours does it take to
get there by boat? (six hours)
It takes six hours to get there
by boat.

Drill F. Multiple Substitution

1. ficej thjay sok, cëf pii thee kaa
yeen tiw pdaoy' neh.

So on Friday, we'll leave directly
from work.

2. ficej thjay sok, cëf pii rien yeen
tiw pdaoy' neh.

So on Friday we'll leave directly
from school.

3. ficej thjay sok, cëf pii rien yeen
tiw te medoñ!

So on Friday, we'll leave right
from school.

4. ficej thjay saw, cëf pii rien yeen
tiw te medoñ!

So on Saturday, we'll go right
from work.

5. ficej thjay saw, móo pii thee kaa
yeen tiw te medoñ!

So on Saturday, we'll go right
from work.

6. ficej thjay saw, móo pii thee kaa
yeen tiw pdaoy' neh.

So on Saturday, we'll go directly
from work.

7. ficej thjay sok, móo pii thee kaa
yeen tiw pdaoy' neh.

So on Friday, we'll go directly
from work.

8. ficej thjay sok, cëf pii thee kaa
yeen tiw pdaoy' neh.

So on Friday, we'll leave directly
from work.

Drill G. Response

- MODEL: Teacher: look tiw viñ lægiec thgay
sok' ih? (thgay saw) Are you going back on
Friday evening? (Saturday)
Student: tee, lægiec thgay saw baan No, it won't be until
khñom tiw! Saturday evening that I go.
1. look tiw thgay nih' ih? (s'aek) Are you going today? (tomorrow)
tee, s'aek baan khñom tiw! No, it won't be until tomorrow
that I go.
 2. look m'oo vin s'aek' ih? Are you coming back tomorrow?
(thgay atit) (Sunday)
tee, thgay atit baan khñom m'oo No, it won't be until Sunday
viñ! that I come back.
 3. look m'oo viñ maonj pmbey' ih? Are you coming back at eight
(maonj pii-ndop) o'clock? (twelve o'clock)
tee, maonj pii-ndop baan khñom No, it won't be until twelve
m'oo viñ! o'clock that I come back.
 4. look tiw viñ alew' ih? Are you going back now?
(bey maonj tiet) (three more hours)
tee, bey maonj tiet baan khñom No, it won't be for three more
tiw viñ! hours that I go back.
 5. look coul rien alew' ih? Are you going to start studying
(mekhae tiet) now? (a month from now)
tee, mekhae tiet baan khñom No, it won't be until a month
coul rien! from now that I start studying.

Drill H. Multiple Substitution

1. be look aoy khñom tiw cemuoey If you'll let me go along with
phoan, khñom co kun c'een' ah. you, I will be very grateful
to you.
2. be look aoy p'oun khñom tiw cemuoey If you'll let my younger brother
phoan, khñom co kun c'een' ah. go along with you I will be
very grateful to you.
3. be look aoy p'oun khñom rien cemuoey If you'll let my younger brother
phoan, khñom co kun c'een' ah. study along with you, I will be
very grateful to you.
4. be look aoy look s'ey rien cemuoey If you'll let Madame study along
phoan, khñom co kun c'een' ah. with you, I will be very grateful
to you.

5. be look aoy look sêy tiw cemuooy
phooj, khñom ɔɔ kun cèen' ah.

If you'll let Madame go along with
you, I will be very grateful to
you.

6. be look aoy booj khñom tiw cemuooy
phooj, khñom ɔɔ kun cèen' ah.

If you'll let my older brother
go along with you, I will be
very grateful to you.

7. be look aoy khñom tiw cemuooy
phooj, khñom ɔɔ kun cèen' ah.

If you'll let me go along with
you, I will be very grateful
to you.

Drill I. Double Substitution

MODEL: Teacher: khñom cɔɔj chup niw kepuj
thom mephleet, púh niw
com phlew tiw siem riap
dae. (kepóot, kaep)

I want to stop off in Kompong
Thom for awhile, because
it's right on the way to
Siem Reap. (Kampot, Kep)

Student: khñom cɔɔj chup niw kepóot
mephleet, púh niw com
phlew tiw kaep dae.

I want to stop off in Kampot
for a while because it's
right on the way to Kep.

1. (pèek kdam, kepuj caam)
khñom cɔɔj chup niw pèek kdam
mephleet, púh niw com phlew
tiw kepuj caam dae.

(Prek Kdam, Kompong Cham)
I want to stop off in Prek Kdam
for a while because it's right
on the way to Kompong Cham.

2. (svaay rien, pèy-ŋkóo)
khñom cɔɔj chup niw svaay rien
mephleet, púh niw com phlew tiw
com phlew tiw pèy-ŋkóo dae.

(Svay Rieng, Saigon)
I want to stop off in Svay Rieng
for a while because it's right
on the way to Saigon.

3. (póosat, battebooj)
khñom cɔɔj chup niw póosat mephleet,
púh niw com phlew tiw battebooj
dae.

(Pursat, Battambang)
I want to stop off in Pursat for
a while because it's right on
the way to Battambang.

4. (kepóot, kepuj saom)
khñom cɔɔj chup niw kepóot mephleet,
púh niw com phlew tiw kepuj saom
dae.

(Kampot, Kompong Som)
I want to stop off in Kampot for
a while because it's right on
the way to Kompong Som.

5. (kepuj caam, róttena'kerii)
khñom cɔɔj chup niw kepuj caam
mephleet, púh niw com phlew tiw
tiw róttena'kerii dae.

(Kompong Cham, Rattanakiri)
I want to stop off in Kompong Cham
for a while because it's right
on the way to Rattanakiri.

Drill J. Transformation

MODEL: Teacher: khñom meel tiw, pehael baek I guess I'll drive my car
 laan khñom tiw' eh! (look) there. (you)
Student: look kit ñceañ tiw taam laan Are you thinking of going
 dae!/? by car too?

1. khñom meel tiw, pehael cih sikhlou I guess I'll take a cyclo there.
 tiw' eh! (look sêy) (you, madam)
 look sêy kit ñceañ tiw taam sikhlou Are you thinking of going by
 dae!/? cyclo too, madam?
2. khñom meel tiw, pehael cih kpal I guess I'll take a plane there.
 hoh tiw' eh! (look kuu) (the teacher)
 look kuu kit ñceañ tiw taam Is the teacher thinking of going
 kpal hoh dae!/? there by plane too?
3. khñom meel tiw, pehael cuol laan I guess I'll rent a car to go
 kee tiw' eh! (kañaa) there. (you, miss)
 kañaa kit ñceañ tiw taam laan Are you thinking of going by
 dae!/? car too, miss?
4. khñom meel tiw, pehael cih kpal I guess I'll take a boat there.
 tiw' eh! (look) (you)
 look kit ñceañ tiw taam kpal dae!/? Are you thinking of going by
 boat too?
5. khñom meel tiw, pehael cih laan I guess I'll take a bus there.
 chnuol tiw' eh! (look sêy) (you, madam)
 look sêy kit ñceañ tiw taam laan Are you thinking of going by
 chnuol dae!/? bus too, madam?

UNIT 35

BASIC DIALOGUE

American

1. som tooh, ɲkóo vót cəŋaay
pəmaən pii siəm riap?

Excuse me, how far is Angkor Wat
from Siem Riap?

Cambodian

2. ou, mən-cə chŋaay pəmaən' teh!
taəm khŋom smaən, pəhaəl dɔp
kelou.

Oh, it's not very far at all.
I think it must be about 10
kilometers.

American

3. nɪw cɪt ɲkóo vót, mɪən
restorəŋ, mɪən otaəl'
ey teh?

Are there restaurants and hotels
near Angkor Wat?

Cambodian

4. baat, mɪən dae, tae yeəŋ tɪw
nɪw siəm riap' teh?

Yes, there are, but we're going
to stay in Siem Reap.

American

5. ɲkóo vót thom' eh? meŋay
dae meəl kəən' eh?

Is Angkor Wat a big place? Can
you walk around and see it all
in one day?

Cambodian

6. yɪi, ɔŋkóo vót thom' nah.. dae
meəl meʔatit m sɔp' phɔəŋ.

Gee, Angkor Wat is huge. You
can't see it all even in a week.

American

7. mɪən kelaəŋ cəən' neh?..
baan-te meəl meʔatit m
sɔp'm.

There must be a lot of (different)
locations, then, if you can't
see it all in a week.

Cambodian

8. baat, cəən' ah!
9. kaal-pidaəm ɲkóo vót cia
rieə-thianii sòk khmae.

Yes, there are a lot.

In ancient times Angkor Wat was
the royal capital of Cambodia.

American

10. yeəŋ kit tɛmeəl sʔey-khlah?

What things should we plan to see?

Cambodian

11. khŋom cəŋ nóm look tɪw meəl
pesaat ɲkóo vót haey-nŋ
ɲkóo thom!

I want to take you to see the
temples of Angkor Wat and
Angkor Thom.

American

12. kəlaɛŋ tɿ-ɔh nɪŋ nɪw cɪt-cɪt
khnia!?

Are all the locations close
together?

Cambodian

13. baat, mɪn-cə cɪt khnia pəmaən' tɛh!

No, they're not very close together.

American

14. phlɛw baek laan tɪw, sʊol' eh?

Are the roads (for cars) good?

Cambodian

15. baat, mian ɛy?

Sure, they are.

American

16. tɪw kəlaɛŋ nuh, kee yoo luy'
teh?

Do they charge you for going to
those places?

Cambodian

17. ou, kee yoo ntɛc-ntuoc' n̩.

Oh, they charge a little bit.

American

18. kee aoy thoət ruup' tɛh?

Do they let you take pictures?

Cambodian

19. they m aoy?

Sure, they do.

American

20. n̩cɛŋ khñom kit yoo fil aoy
cəen' tɪw.

In that case, I'll plan to take a
lot of film along.

21. khñom cɔŋ baan ruup thoət
khlah, phñae tɪw ɔpuk-medaay
khñom.

I want to get some pictures to
send to my parents.

DIALOGUE FOR COMPREHENSION

amerikankhmae

1. soum tooh, ɔŋkoo vót cɔmɿaay
ponmaan pii siem riap?

2. ou, mɪn-cia chɿay ponmaan tee.
taam khñom smaən, prɔhaɛl dɔp
kilou.

3. nɪw cɪt ɔŋkoo vót mian restorɔŋ,
mian outaɛl ɛy tee?

4. baat, mian daɛ, taɛ yeɛŋ tɪw nɪw
siem riap tee!

5. ឡក្ដី វត្ត តូម តើ? មេធាវយ
daə meel krón tee?
7. មីន កន្ត្រាង ច្រាង, ប្រាង-តា
meel mə-aatit mīn sɔp?
10. យើង ក៏ តិរ មើល ឲ្យ-ក្រហម?
yeəŋ kit tīw meel ɔvɛy-khləh?
12. កន្ត្រាង តៀង-ង ឈឺ ឈឺ ចិត្ត-ចិត្ត
khnīa rih?
14. ផ្អែក ប្រាកដ តិរ ស្រួល តើ?
phlɛw baək laan tīw sruol tee?
16. តិរ កន្ត្រាង ល្អ, កើ យ៉ូ? ល្អ តើ?
tīw kənlaəŋ nuh, kee yóo? luy tee?
18. កើ ឲ្យ ធ្លោត រូប តើ?
kee ɔy thoət ruup tee?
20. ឆ័ង ក្នុង ក៏ យ៉ូ? ផ្គុំ ឲ្យ
craen tīw.
21. ក្នុង ចង ប្រាង រូប ធ្លោត ក្រហម,
phñae tīw ɔwpuk-medaay khñom.
6. យី, ឡក្ដី វត្ត តូម ហា! ប្រាកដ
meel mə-aatit mīn sɔp phoəŋ.
8. ប្រាកដ, ច្រាង ហា!
baat, craen nah!
9. ក្រាល ប្រឹ-ប្រាកដ ឡក្ដី វត្ត ច្រាង
riece-thianīi srok khmae.
11. ក្នុង ចង ប្រាកដ តិរ មើល
prasaat ឡក្ដី វត្ត ហើយ-ឈឺ
ឡក្ដី តូម.
13. ប្រាកដ, មីន-ច្រាង ចិត្ត ក្នុង ប្រាកដ
tee.
15. ប្រាកដ, មីន ឲ្យ?
baat, mian ɛy?
17. ឲ្យ, កើ យ៉ូ? ប្រាកដ-ប្រាកដ.
19. ច្រាង-ឲ្យ មីន ឲ្យ?
thee-ɛy mīn ɔy?

NOTE: Adjectives

The class of Cambodian words we call adjectives corresponds fairly closely, insofar as typical meanings are concerned, with the corresponding class of English words. Concepts like 'big, small, near, far, expensive, cheap, good, bad, clean, dirty' turn up as adjectives in both languages. But there the similarity ends. As a syntactic class, Cambodian adjectives have much more in common with verbs than they do with nouns: they are directly negated, they function as heads of predicates, and, as members of double predicates, they fill either the first or the second position. (See Notes 2-4, Unit 20).

Some other characteristics of adjectives are summarized below.

1. Adjectives have special modifiers which rarely occur in direct construction with verbs.

nah	very	kuosəm	rather
lemóon	enough	cian	more than
peek	too much	(see also Note, Unit 14)	

Examples are in Drill C.

- | <u>Positive</u> | | <u>Derived Noun</u> | | <u>Negative</u> | |
|-----------------|-------------|---------------------|------------|-----------------|---------|
| chqaay | 'far' | ceqaay | 'distance' | cit | 'rear' |
| thlay | 'expensive' | dmlay | 'price' | thaok | 'cheap' |
| thom | 'big' | tmhum | 'size' | touc | 'small' |

4. In hypothetical predicates (commands, predictions about the future, exhortations, expressions of volition, etc.), adjectives which are not the first member of the predicate are usually preceded by /oy/ (/aoy/) 'so that.' See examples in Drill H.
5. In the second position of a two-part predicate, adjectives behave exactly like completive verbs (see Note 3, Unit 20). This relationship is pointed up in Drills I and J, where the adjective /koan/ (/kron/) 'to be complete (as a set)' fills the same position as /sop/ 'to finish'. (Note that /koan/ here has a meaning still different from /koan-te/ 'only' and /koan-n/ 'should'.)
6. Finally, some adjectives have homonyms which belong to other classes of words. For example /cit/ 'near' also belongs to the class of prepositions (see Drill B), and /ceen/ 'many' fills out a small class of restricted non-adjectival noun-modifiers that includes /khlah/ 'some' (see Drill K).

Drill A. Response

1. niw yók cəgaay pəmaan pii vaasentaon? (buon róoy mephey pəam kelou) baat, pəhaɛl buon róoy mephey pəam kelou.	How far is New York from Washington? (425 kilometers) It's about 425 kilometers.
2. siem riap cəgaay pəmaan pii phnum piñ? (buon róoy kelou) baat, pəhaɛl buon róoy kelou.	How far is Siem Reap from Phnom Penh? (400 kilometers) It's about 400 kilometers.

- | | |
|---|---|
| 3. pèy-ŋkóo cəŋaay pəmaan pii phnum
pifi? (pii róoy mephey kelou)
baat, pəhaɛl pii róoy mephey kelou. | How far is Saigon from Phnom
Penh? (220 kilometers)
It's about 220 kilometers. |
| 4. phnum pifi cəŋaay pəmaan pii
vaasentaon? (mephey pón kelou)
baat, pəhaɛl mephey pón kelou. | How far is Phnom Penh from
Washington? (2,000 kilometers)
It's about two thousand kilometers. |

Drill B. Multiple Substitution

- | | |
|---|---|
| 1. niw cit ŋkóo vót mian restorəŋ'
teh? | Are there any restaurants near
Angkor Wat? |
| 2. niw khbaɛ ŋkóo vót mian restorəŋ'
teh? | Are there any restaurants <u>next to</u>
Angkor Wat? |
| 3. niw khbaɛ ŋkóo vót mian <u>vót'</u> eh? | Are there any <u>temples</u> next to
Angkor Wat? |
| 4. niw khbaɛ ŋkóo vót mian <u>otael'</u>
eh? | Are there any <u>hotels</u> next to
Angkor Wat? |
| 5. niw khbaɛ phlew mian otael' eh? | Are there any hotels next to
<u>the road</u> ? |
| 6. niw taam phlew mian otael' eh? | Are there any hotels <u>along</u> the road? |
| 7. niw taam phlew mian <u>restorəŋ'</u>
teh? | Are there any <u>restaurants</u> along
the road? |
| 8. niw cit phlew mian restorəŋ'
teh? | Are there any restaurants <u>near</u>
the road? |
| 9. niw cit <u>ŋkóo vót</u> mian restorəŋ'
teh? | Are there any restaurants near
<u>Angkor Wat</u> ? |

Drill C. Response

- | | |
|--|---|
| MODEL: <u>Teacher:</u> ŋkóo vót thom' eh? (nah) | Is Angkor Wat big? (very) |
| <u>Student:</u> ŋkóo vót thom' ah. | Angkor Wat is very big. |
| 1. phtéh look thom' eh? (ləmóom)
phtéh khñom thom ləmóom. | Is your house big? (enough)
My house is big enough. |
| 2. phtéh look s'aat' eh? (kuosəm)
phtéh khñom s'aat kuosəm. | Is your house nice? (rather)
My house is rather nice. |
| 3. phtéh look l'əw' teh? (dae)
phtéh khñom l'əw' dae. | Is your house pretty? (all right)
My house is pretty, all right. |

4. otaɛl nuh thlay' teh?
(kuosom dae)
otaɛl nuh thlay kuosom dae.
5. otaɛl nuh s'aat' eh?
(ciaŋ kee bɣ-oh)
otaɛl nuh :a'at ciaŋ kee bɣ-oh!
6. siem riap chɣaay' teh?
(ciaŋ p'óosat)
siem riap chɣaay ciaŋ p'óosat!

- Is that hotel expensive?
(rather, at that)
That hotel is rather expensive,
at that.
- Is that hotel nice?
(most of all)
That hotel is the nicest of all.
- Is Siem Reap far?
(more than Pursat)
Siem Reap is farther than Pursat.

Drill D. Multiple Substitution

1. yeen kit temeel s'ey-khlah?
2. look kit temeel s'ey-khlah?
3. look kit tetiñ s'ey-khlah?
4. look kit tetiñ inaa?
5. look con tetiñ inaa?
6. look con tetiñ s'ey-khlah?
7. look con temeel s'ey-khlah?
8. look kit temeel s'ey-khlah?
9. yeen kit temeel s'ey-khlah?

- What things shall we plan to go see?
- What things will you plan to go see?
- What things will you plan to go buy?
- Where will you plan to go buy them?
- Where do you want to go buy them?
- What things do you want to go buy?
- What things do you want to go see?
- What things will you plan to go see?
- What things shall we plan to go see?

Drill E. Response

- MODEL: Teacher: kelaɛŋ tɣ-oh nɪŋ niw
cit-cit khnia'?
- Student: baat, min-ce cit khnia
pemaan' teh!

- Are all those places close
together?
- No, they're not very close
together.

1. ŋk'oo vót nɣ ŋk'oo thom douc
khnia'?
- baat, min-ce douc khnia pemaan teh!
2. phtéh look nɣ phtéh look pool
niw chɣaay' pii khnia'?
- baat, min-ce chɣaay' pii khnia
pemaan' teh!

- Are Angkor Wat and Angkor Thom
similar?
- No, they're not very similar.
- Are your house and Paul's house
far from each other?
- No, they're not very far apart.

3. yuon ng khmae coul-cet khnia!?

baat, min-ce coul-cet khnia
pemaan' teh!

4. aʔsoo khmae ng aʔsoo pèaŋ douc
khnia!?

baat, min-ce douc khnia pemaan'
teh!

Do Vietnamese and Cambodians like
each other?

No, they don't like each other
very much.

Are Khmer and French letters
similar?

No, they're not very similar.

Drill F. Multiple Substitution

1. phlêw baek laan tiw, sùol' eh?

Are the roads for cars smooth?

2. phlêw baek laan tiw, lʔoo' teh?

Are the roads for cars good?

3. kelaŋ baek laan tiw lʔoo' teh?

Are the places for cars good?

4. kelaŋ baek laan tiw sùol' eh?

Are the places for cars smooth?

5. kelaŋ coul laan tiw sùol eh?

Are the entrances for cars smooth?

6. kelaŋ coul laan tiw thom' eh?

Are the entrances for cars big?

7. phlêw coul laan tiw thom' eh?

Are the driveways for cars big?

8. phlêw baek laan tiw, thom' eh?

Are the roads for cars big?

9. phlêw baek laan tiw, sùol' eh?

Are the roads for cars smooth?

Drill G. Equivalence

MODEL: Teacher: siem riap chŋaay ciar
póosat ntec! (cit)

Siem Reap is farther than
Pursat. (close)

Student: póosat cit ciar siem
riap ntec!

Pursat is closer than Siem
Reap.

1. otael róoyal thlay ciar otael
ŋkóo ntec! (thaok)

The Hotel Royale is more expensive
than the Hotel Angkor. (cheap)

otael ŋkóo thaok ciar otael
róoyal ntec!

The Hotel Angkor is cheaper than
the Hotel Royale.

2. phtéh khñom thom ciar phtéh look
ntec! (touc)

My house is bigger than your
house. (small)

phtéh look touc ciar phtéh
khñom ntec!

Your house is smaller than my
house.

3. phlêw tiw pèy-ŋkóo lʔoo ciar
phlêw tiw siem riap ntec! (akòoʔ)

The road to Saigon is better than
the road to Siem Reap. (bad)

phlêw tiw siem riap akòoʔ ciar
phlêw tiw pèy-ŋkóo ntec!

The road to Siem Reap is worse than
the road to Saigon.

- | | |
|---|---|
| <p>4. niw yóok s'aat cian šikagou
ntec! (kəkvo?)
šikagou kəkvo? cian niw yóok ntec!</p> <p>5. pèy-ŋkóo thom cian mpiñ ntec!
mpiñ touc cian pèy-ŋkóo ntec!</p> | <p>New York is cleaner than Chicago.
(dirty).</p> <p>Chicago is dirtier than New York.</p> <p>Saigon is bigger than Phnom Penh.
(small)</p> <p>Phnom Penh is smaller than Saigon.</p> |
|---|---|

Drill H. Substitution

- | | |
|--|--|
| <p>1. ñceŋ khñom kit yóo fil oy
cèen' tiw.</p> <p>2. ñceŋ khñom kit yóo <u>luy</u> oy
cèen' tiw.</p> <p>3. ñceŋ khñom <u>coŋ</u> yóo luy oy
cèen' tiw.</p> <p>4. ñceŋ khñom coŋ <u>menuh</u> oy
cèen' tiw.</p> <p>5. ñceŋ khñom coŋ <u>nóm</u> menuh oy
cèen' tiw.</p> <p>6. ñceŋ khñom <u>kit</u> nám menuh oy
cèen' tiw.</p> <p>7. ñceŋ khñom kit <u>yóo</u> menuh oy
cèen' tiw.</p> <p>8. ñceŋ khñom kit yóo <u>fil</u> oy
cèen' tiw.</p> | <p>So I plan to take a lot of film
along.</p> <p>So I plan to take a lot of <u>money</u>
along.</p> <p>So I <u>want</u> to take a lot of money
along.</p> <p>So I want to take a lot of <u>people</u>
along.</p> <p>So I want to <u>take</u> a lot of people
along.</p> <p>So I <u>plan</u> to take a lot of people
along.</p> <p>So I plan to <u>take</u> a lot of people
along.</p> <p>So I plan to take a lot of <u>film</u>
along.</p> |
|--|--|

Drill I. Response.

- | | |
|--|---|
| <p>MODEL: <u>Teacher</u>: ɲkóo vót thom' eh? meŋay
dae meel kòan' eh?
(məʔatit m sop)</p> <p><u>Student</u>: yii, ɲkóo vót thom nah
dae.. meel məʔatit m
sop' phooŋ.</p> | <p>Is Angkor Wat big? Can you
see it all in one day?
(a week not enough)</p> <p>Man, Angkor Wat is huge. You
can't even see it all in
a week.</p> |
| <p>1. préh vihia thom' eh? memaŋ dae
meel kòan' eh? (meŋay m sop)</p> <p>yii, préh vihia thom nah dae..
meel meŋay m sop' phooŋ.</p> | <p>Is Preah Vihear big? Can you see
it all in an hour? (a day not
enough)</p> <p>Man, Preah Vihear is huge. You
can't even see it all in a day.</p> |

2. batteboŋ thom' eh? menay dae
meel kòan' eh? (me'atit m sop)
yii, batteboŋ thom nah dae..
meel me'atit m sop' phoŋ.

Is Battambang big? Can you see it
all in a day? (a week not enough)
Man, Battambang is huge. You can't
even see it all in a week.

3. pesaat petley sèy thom' eh?
memaoŋ dae meel kòan' eh?
(meŋay m sop)
yii, pesaat petley sèy thom nah
dae.. meel meŋay m sop' phoŋ.

Is the temple of Banteay Srey big?
Can you see it all in an hour?
(a day not enough)
Man, Banteay Srey is huge. You
can't even see it all in a day.

4. riec-thianii phnum pifi thom' eh?
me'atit dae meel kòan' eh?
(mekhae m sop)
yii, riec-thianii phnum pifi thom
nah dae.. meel mekhae m sop'
phoŋ.

Is the capital city of Phnom Penh
big? Can you see it all in a
week? (a month not enough)
Man, Phnom Penh is huge. You can't
even see it all in a month.

Drill J. Multiple Substitution

1. mian kelaey cèen?.. baan-te meel
me'atit m sop'm.

Are there so many places that you
can't see them all in a week?

2. mian pesaat cèen?.. baan-te meel
me'atit m sop'm.

Are there so many temples that you
can't see them all in a week?

3. mian pesaat cèen?.. baan-te meel
mekhae m sop'm.

Are there so many temples that you
can't see them all in a month?

4. mian pesaat cèen?.. baan-te meel
meŋay m sop'm.

Are there so many temples that you
can't see them all in a day?

5. mian kelaey cèen?.. baan-te meel
meŋay m sop'm.

Are there so many places that you
can't see them all in a day?

6. mian kelaey cèen?.. baan-te
dae meel meŋay m sop'm.

Are there so many places that you
can't walk around and see them
all in a day?

7. mian kelaey cèen?.. baan-te
dae meel me'atit m sop'm.

Are there so many places that you
can't walk around and see them
all in a week?

8. mian kelaey cèen?.. baan-te meel
me'atit m sop'm.

Are there so many places that you
can't see them all in a week?

Drill K. Multiple Substitution

- | | |
|---|--|
| 1. khñom cəŋ baan ruup thoət khlah,
phñae tiw opuk-medaay khñom. | I want to get some pictures to send
to my parents. |
| 2. khñom cəŋ ruup thoət cèen, phñae
tiw opuk-medaay khñom. | I want to get <u>a lot of</u> pictures to
send to my parents. |
| 3. khñom cəŋ <u>thoət ruup</u> cèen, phñae
tiw opuk-medaay khñom. | I want to <u>take</u> a lot of <u>pictures</u> to
send to my parents. |
| 4. khñom cəŋ thoət ruup cèen, phñae
tiw <u>puc'-maa khñom</u> . | I want to take a lot of pictures to
send to my <u>friends</u> . |
| 5. khñom cəŋ <u>baan ruup thoət</u> cèen,
phñae tiw puc'-maa khñom. | I want to <u>get</u> a lot of <u>pictures</u> to
send to my friends. |
| 6. khñom cəŋ baan ruup thoət cèen,
phñae tiw <u>koun khñom</u> . | I want to get a lot of pictures to
send to <u>my children</u> . |
| 7. khñom cəŋ baan ruup thoət <u>khlah</u> ,
phñae tiw koun khñom. | I want to get <u>some</u> pictures to send
to my children. |
| 8. khñom cəŋ baan ruup thoət khlah,
phñae tiw <u>opuk-medaay khñom</u> . | I want to get some pictures to send
to <u>my parents</u> . |

UNIT 36

BASIC DIALOGUE

Sareth

1. mæc, yæŋ kit cuol tuuk muoy
teleŋ koh nsaay' ih?

Well, should we plan to rent a
boat to go to Rabbit Island?

Sarin

2. mian ey? tæ tæcuol inaa?

All right - but where do we go to
rent it?

Sareth

3. ou, khñom m dæŋ dæ.. cam
khñom tesuo kee' meeh.

Oh, I don't know. Wait for me
while I go to ask them.

Sarin

4. tiw tɔ̌-pii né? ' ih?

Should both of us go?

Sareth

5. m ey' teh! khluon niw inɔ̌,
khñom tiw tæ-mené? æŋ
baan' eh.

It doesn't matter. You stay here.
I can go alone.

Sarin

6. ficeŋ tiw coh! khñom niw cam!

In that case, go on. I'll stay
and wait.

Sareth

7. khñom cuol baan' eh.

I was able to rent one.

Sarin

8. thlay pemaan?

How much does it cost?

Sareth

9. m thlay' teh! pèam hòoy
mɛŋay.

Not expensive, five hundred (riels)
a day.

Sarin

10. coh mian suo kee' teh?.. tiw
pemaan maŋ baan dol?

And did you ask them how long it
will take to get there?

Sareth

11. m tieŋ' teh! kee thaa pɛhael
bey maŋ, bæ mian khyol l'ɔ̌ɔ̌.

It depends. They said about threee
hours if there's a good wind.

Sarin

12. niw nuh mian kee lú? mɛhoup eh?

Do they sell food there?

Sareth

13. kom pùoy ey sɔ̌h!.. yóo m
oh' teh!

Don't worry about anything at all.
They've got plenty of it!

Sarin

14. maon pemaan, yeon ceñ tiw?

What time will we leave?

Sareth

15. tiw alew' eh.

We'll go right now.

Sarin

16. maon pemaan, yeon móo viñ?

What time will we come back?

Sareth17. kom kit kuu ey... tiw ruut
tik me-setuh, ñam baay, smèa?
mephleet, sem móo viñ!Don't worry, we'll go swim a
little while, eat, rest a while,
then we'll come back.Sarin

18. kom niw yuu peek' neh!

Don't stay too long.

19. púh khñom tèt tiw cuop kee
mpiñ phoon!Because I have to go to meet
someone in Phnom Penh.

DIALOGUE FOR COMPREHENSION

1. mæc, yeon kit cuol tuuk muoy tiw
leeñ koh túnsaay rih?

2. mian ey? tæ tiw cuol aenaa?

3. ou, khñom min deñ dæc. cam khñom
tiw suo kee meel.

4. tiw téñ-pii né? rih?

5. min ey tee. khluon niw aeney, khñom
tiw tæ mené? aey baan haey.

6. eñceñ tiw coh! khñom niw cam.

7. khñom cuol baan haey.

8. thlay ponmaan?

9. min thlay tee. pram róoy methay.

10. coh mian suo kee tee, tiw
ponmaan maon baan dol?11. min tieñ tee. kee thaa prohael bey
maon, bæ mian khyol l'oo.

12. niw nuh mian kee lú? mehoup tee?

13. kom pruoy ey soh. yóo? min oh tee.

14. maon ponmaan, baan yeon ceñ tiw?

15. tiw eylew haey.

16. maon ponmaan, baan yeon móo? viñ?

17. kom kit kuu ey, tiw ruut tik me-sontuh,
ñam baay, somraa? mephleet, sem móo?
viñ.

18. kom niw yuu peek, naa!

19. pruh khñom trew tiw cuop kee
æ phnum piñ phoon.

NOTE: Functional Antonyms

In Unit 35 (especially Note 3), we saw how adjectives tend to pair in sets of antonyms, or opposite concepts. Other such pairs of antonyms, not nearly so obvious, occur among the small functional words: prepositions, conjunctions, particles, etc. Sometimes, the members of such pairs belong to the same functional class, but often they belong to different classes of words or occur in different parts of the sentence. Following are some examples which occur in this unit.

1. te (tae) 'only' teŋ (téŋ) 'all of, as many as'

These two functional words both occur before numerals, and have opposite meanings in this position.

Examples: 4. tiw teŋ-pii né? 'ih?
'Shall both of us go? ('all two')

5. khñom tiw te-mené? aen baan' eh.
'I can go by myself. ('only one')

More examples are in Drills C and J of this unit.

Note that both /tae/ and /téŋ/ occur as conjunctions, the former meaning 'but' (see Drill B), and the latter meaning 'even though' (see Note, Unit 37). Their strongest opposition, from the point of view of meaning, is before numerals and expressions of quantity, however.

2. eh (haey) 'already' m-tón (min-tón) 'not yet'

These two items occur in different parts of the sentence: /eh/ is an enclitic (see Notes, Units 6 and 22) and /m-tón/ is a negative (see Note 1, Unit 19). Since they are of opposite meaning, they never occur in the same clause. The question formula for eliciting an answer containing either item is the same: /haey-iniw/ (/haey-riniw?/). The relationship of the question formula to the two types of answer is reviewed in a series of parallel drills, D, E, and F. Note also the position of the numeral in Drill D, where it is split from the noun by /baan/:

khñom cuol laan baan pii' eh.
'I (was able to) rent two cars.'

3. teh (tee) 'on the contrary' viñ 'instead'

These two enclitics are both used after positive verbs. The difference is that /teh/ is used in situations where something is either true or not true (usually in statements-- see Note, Unit 8), while /viñ/ is used in situations which are still subject to change (usually in suggestions or commands-- see Note, Unit 8). The contrast between the two enclitics is pointed up in consecutive drills, H and I.

4. ruoc 'then, after that' sem 'only then, no sooner'

These two words are conjunctions (see Note, Unit 32) which occur in similar contexts. While they are not complete opposites in meaning, the difference is that /ruoc/ is non-limiting, and simply means 'sometime afterward', whereas /sem/

is limiting: 'A sem B' means, in effect, 'B will not take place until A is over.' From another point of view, /ruoc/ is much more common in statements about the past, and /sem/ in statements or projections about the future. Example of /sem/ from the dialogue:

tiw quut tik me-setuh, ñam baay, smèa? mephleest, sem móo viñ!

'We won't come back until we have taken a quick shower, had something to eat, and rested a while.'

The same sentence with /ruoc/ in place of /sem/ would mean something like:

'We took a quick shower, had something to eat, rested a while, and then came back.'

Other examples are in Drill L.

NEW VOCABULARY

1. Boating and Waterways

telee (túnlee) meekuj	the Mekong River
telee (túnlee) saap	the Tonle Sap (great lake of Cambodia)
koh nsaay (túnsaay)	Rabbit Island (an island in the river near Phnom Penh)
kaep	Kep (a resort town on the southern coast)
kroq préh siihanu?	Sihanoukville (the main ocean port of Cambodia)
keceh (kroceh)	Kratie (an inland city on the Mekong)
tuuk	ordinary small boat
kanout	motorboat
hael tik	to swim

2. Professions (for Drill I)

cuol	to hire, rent
chnuol	hired, rented, servant
tehian	military man
koun tehian	enlisted man
mee tehian (niey tehian)	officer
dokteí (kruu peet)	doctor
aavekaa	lawyer
cawvaay khaet	provincial governor
róttemuntrey	minister (cabinet)

DRILLS

Drill A. Substitution

- | | |
|---|---|
| 1. mec, yeen kit cuol tuuk muoy
teleen koh nsaay' ih? | Well, shall we rent a boat and go
visit Rabbit Island? |
| 2. mec, yeen kit cuol tuuk muoy
teleen <u>kaep</u> ' ih? | Well, shall we rent a boat and go
visit <u>Kep</u> ? |
| 3. mec, yeen kit cuol <u>laan</u> muoy
teleen kaep' ih? | Well, shall we rent a <u>car</u> and go
visit Kep? |
| 4. mec, <u>look</u> kit cuol laan muoy
teleen kaep' ih? | Well, <u>are you thinking of</u> renting
a car and going to Kep? |
| 5. mec, look kit cuol laan muoy
teleen <u>kron préh siihanu'</u> ih? | Well, are you thinking of renting
a car and going to <u>Sihanoukville</u> ? |
| 6. mec, look kit cuol <u>kpai-hoh</u> muoy
teleen kron préh siihanu' ih? | Well, are you thinking of renting
a <u>plane</u> and going to Sihanoukville? |
| 7. mec, <u>yeen</u> kit cuol kpai-hoh muoy
teleen kron préh siihanu' ih? | Well, <u>shall we</u> rent a plane and
go visit Sihanoukville? |
| 8. mec, yeen kit cuol kpai-hoh muoy
teleen <u>keceh</u> ' ih? | Well, shall we rent a plane and
go visit <u>Kratié</u> ? |
| 9. mec, yeen kit cuol <u>tuuk</u> muoy
teleen keceh' ih? | Well, shall we rent a <u>boat</u> and go
visit Kratié? |
| 10. mec, <u>look</u> kit cuol tuuk muoy
teleen keceh' ih? | Well, <u>are you thinking of</u> renting
a boat and going to Kratié? |
| 11. mec, look kit cuol tuuk muoy
teleen <u>koh nsaay'</u> ih? | Well, are you thinking of renting
a boat and going to <u>Rabbit Island</u> ? |
| 12. mec, <u>yeen</u> kit cuol tuuk muoy
teleen koh nsaay' ih? | Well, <u>shall we</u> rent a boat and go
visit Rabbit Island? |

Drill B. Substitution

- | | |
|---|---|
| 1. mian ey? tae tecuol laan
inaa? | All right, but where do we go to
rent a car? |
| 2. mian ey? tae tecuol <u>kpai-hoh</u>
inaa? | All right, but where do we go to
rent a <u>plane</u> ? |
| 3. mian ey? tae <u>tethee</u> kpai-hoh
inaa? | All right, but where do we go to
<u>have</u> the plane <u>repaired</u> ? |

- | | |
|--|---|
| 4. mian ey? taε tethēe <u>laan</u>
inaa? | All right, but where do we go to
have the <u>car</u> repaired? |
| 5. mian ey? taε tētiñ laan
inaa? | All right, but where do we go to
<u>buy</u> a car? |
| 6. mian ey? taε tētiñ <u>kanout</u>
inaa? | All right, but where do we go to
buy a <u>motorboat</u> ? |
| 7. mian ey? taε tethēe kanout
inaa? | All right, but where do we go to
<u>have</u> the motorboat <u>repaired</u> ? |
| 8. mian ey? taε tēhēe <u>tuuk</u> inaa? | All right, but where do we go to
have the <u>boat</u> repaired? |
| 9. mian ey? taε tēcuol tuuk inaa? | All right, but where do we go to
<u>rent</u> a boat? |

Drill C. Substitution

- | | |
|--|---|
| 1. khñom tiw tē-mēné? aεɲ baan' eh. | I can go alone (by myself) |
| 2. khñom <u>tesee</u> tē-mēné? aεɲ baan' eh. | I can <u>write</u> it myself. |
| 3. <u>look</u> tesee tē-mēné? aεɲ baan' eh. | <u>You</u> can write it <u>yourself</u> . |
| 4. look <u>thee</u> tē-mēné? aεɲ baan' eh. | You can <u>do</u> it yourself. |
| 5. <u>kót</u> thee tē-mēné? aεɲ baan' eh. | He can do it <u>himself</u> . |
| 6. kót <u>meel</u> tē-mēné? aεɲ baan' eh. | He can <u>read</u> it by himself. |
| 7. <u>via</u> meel tē-mēné? aεɲ baan' eh. | <u>He</u> can read it by himself. |
| 8. via <u>dae</u> tē-mēné? aεɲ baan' eh. | He can <u>walk</u> by himself. |
| 9. <u>khñom</u> dae tē-mēné? aεɲ baan' eh. | <u>I</u> can walk <u>by myself</u> . |
| 10. khñom <u>tiw</u> tē-mēné? aεɲ baan' eh. | I can <u>go</u> alone. |

Drill D. Substitution

- | | |
|--|---------------------------------------|
| 1. khñom cuol laan baan pii' eh. | I rented two cars. |
| 2. khñom cuol <u>tuuk</u> baan pii' eh. | I rented two <u>boats</u> . |
| 3. khñom cuol tuuk baan <u>bey</u> ' eh. | I rented <u>three</u> boats. |
| 4. <u>kee</u> cuol tuuk baan bey' eh. | <u>They</u> rented three boats. |
| 5. kee cuol <u>kanout</u> baan bey' eh. | They rented three <u>motorboats</u> . |
| 6. kee cuol kanout baan <u>muoy</u> ' eh. | They rented <u>one</u> motorboat. |
| 7. <u>khñom</u> cuol kanout baan muoy' eh. | <u>I</u> rented one motorboat. |
| 8. khñom cuol <u>laan</u> baan muoy' eh. | I rented one <u>car</u> . |
| 9. khñom cuol laan baan <u>pii</u> ' eh. | I rented <u>two</u> cars. |

Drill E. Substitution

- | | |
|--|--------------------------------------|
| 1. khñom m-tón cuol chnuol baan' teh! | I didn't hire a servant yet. |
| 2. khñom m-tón cuol <u>laan</u> baan' teh! | I didn't rent a <u>car</u> yet. |
| 3. <u>yeen</u> m-tón cuol laan baan' teh! | <u>We</u> didn't rent a car yet. |
| 4. yeen m-tón cuol <u>phtéh</u> baan' teh.! | We didn't rent a <u>house</u> yet. |
| 5. <u>kee</u> m-tón cuol phtéh baan' teh! | <u>They</u> didn't rent a house yet. |
| 6. kee m-tón cuol <u>tuuk</u> baan' teh! | They didn't rent a <u>boat</u> yet. |
| 7. <u>khñom</u> m-tón cuol tuuk baan' teh! | <u>I</u> didn't rent a boat yet. |
| 8. khñom m-tón cuol <u>chnuol</u> baan' teh! | I didn't hire a <u>servant</u> yet. |
| 9. <u>yeen</u> m-tón cuol chnuol baan' teh! | <u>We</u> didn't hire a servant yet. |

Drill F. Substitution

- | | |
|---------------------------------|------------------------------|
| 1. look cuol haey-iniw? | Did you rent it yet? |
| 2. look <u>tesee</u> haey-iniw? | Did you <u>write</u> it yet? |
| 3. <u>kót</u> teste haey-iniw? | Did <u>he</u> write it yet? |
| 4. kót <u>thee</u> haey-iniw? | Did he <u>do</u> it yet? |
| 5. <u>via</u> thee haey-iniw? | Did <u>he</u> do it yet? |
| 6. via <u>tiñ</u> haey-iniw? | Did he <u>buy</u> it yet? |
| 7. <u>look</u> tiñ haey-iniw? | Did <u>you</u> buy it yet? |
| 8. look <u>cuol</u> haey-iniw? | Did you <u>rent</u> it yet? |

Drill G. Substitution

- | | |
|---|---|
| 1. m thlay' teh, meróoy pii-róoy meñay. | It's not expensive, 100 or 200 (riels) a day. |
| 2. m thlay' teh, <u>pii-bey róoy</u> meñay. | It's not expensive, <u>200 or 300</u> a day. |
| 3. m thlây' teh, <u>buon-pèam róoy</u> meñay. | It's not expensive, <u>400 or 500</u> a day. |
| 4. <u>thaok' nah</u> , buon-pèam róoy meñay. | <u>It's very cheap</u> , 400 or 500 a day. |
| 5. thaok' nah, <u>pii-bey róoy</u> meñay. | It's very cheap, <u>200 or 300</u> a day. |
| 6. thaok' nah, <u>meróoy-pii</u> meñay. | It's very cheap, <u>100 or 200</u> a day. |
| 7. <u>m thlay' teh</u> , meróoy-pii meñay. | <u>It's not expensive</u> 100 or 200 a day. |

Drill H. Response

- MODEL: Teacher: məc, tiw kəcɛh taam kpal' ih? (laan) How about going to Kratié by boat? (car)
- Student: tee, tiw taam laan' viñ. No, let's go by car instead.
1. məc, tiw kəcɛh taam laan' ih? (kanout) How about going to Kratié by car? (motorboat)
tee, tiw taam kanout' viñ. No, let's go by motorboat instead.
 2. məc, tiw kəcɛp taam kpal-həh' ih? (kanout) How about going to Kep by plane? (motorboat)
tee, tiw taam kanout' viñ. No, let's go by motorboat instead.
 3. məc, tiw kəcɛp taam kpal-həh' ih? (kpal) How about going to Kep by plane? (boat)
tee, tiw taam kpal' viñ. No, let's go by boat instead.
 4. məc, tiw kəpuŋ caam taam kanout' ih? (kpal) How about going to Kompong Cham by motorboat? (boat)
tee, tiw taam kpal' viñ. No, let's go by boat instead.
 5. məc, tiw kroŋ préh sihanu? taam kpal-həh' ih? (laan) How about going to Sihanoukville by plane? (car)
tee, tiw taam laan' viñ. No, let's go by car instead.
 6. məc, tiw batteboŋ taam laan' ih? (kpal-həh) How about going to Battambang by car? (plane)
tee, tiw taam kpal-həh' viñ. Now let's go by plane instead.
 7. məc, tiw siem hiap taam kpal-həh' ih? (laan) How about going to Siem Reap by plane? (car)
tee, tiw taam laan' viñ. No, let's go by car instead.

Drill I. Response

- MODEL: Teacher: kót cia aavekaa' ih? (koun təhian) Is he a lawyer? (enlisted men)
- Student: tee, khñom lɪi thaə kót cia koun təhian' təh! No, I heard he was an enlisted man.
1. kót cia doktəi' ih? (aavekaa) Is he a doctor? (lawyer)
tee, khñom lɪi thaə kót cia aavekaa' təh! No, I heard he was a lawyer.
 2. kót cia aavekaa' ih? (mee-təhian) Is he a lawyer? (officer)
tee, khñom lɪi thaə kót cia mee-təhian' təh! No, I heard he was an officer.

- | | |
|---|--|
| 3. kót cia rôttemuntrey' ih?
(cawvaay khaet)
tee, khñom lli thaa kót cia
cawvaay khaet' teh! | Is he a minister?
(provincial governor)
No, I heard he was a provincial
governor. |
| 4. kót cia yuon' ih? (cən)
tee, khñom lli thaa
kót cia cən' teh? | Is he Vietnamese? (Chinese)
No, I heard he was Chinese. |
| 5. kót cia ɔngleə' ih? (pəəŋ)
tee, khñom lli thaa
kót cia pəəŋ' teh! | Is he English? (French)
No, I heard he was French. |
| 6. kót cia cawvaay khaet' ih?
(rôttemuntrey)
tee, khñom lli thaa kót cia
rôttemuntrey' teh! | Is he a provincial governor?
(minister)
No, I heard he was a minister. |
| 7. kót cia kùu bjiən' ih? (doktəi)
tee, khñom lli thaa kót cia
doktəi' teh! | Is he a teacher? (doctor)
No, I heard he was a doctor. |

Drill J. Double Response: Positive and Negative

POSITIVE MODEL:

- | | |
|--|-------------------------------------|
| Teacher: tiw tɣ-pəam né' ih?
(pəam) | Are all five of us going?
(five) |
| Student: baat, yeəŋ tiw tɣ-pəam né' ŋ. | Yes, all five of us are going. |

NEGATIVE MODEL:

- | | |
|--|--------------------------------------|
| Teacher: tiw tɣ-pəam né' ih?
(tə-mənə' aɛŋ) | Are all five of us going?
(alone) |
| Student: tee, khñom tiw tə-mənə' aɛŋ' teh! | No, I'm going alone. |

- | | |
|---|---|
| 1. tiw tɣ-pii né' ih? (pii)
baat, yeəŋ tiw tɣ-pii né' ŋ. | Are both of us going? (two)
Yes, we're both going. |
| 2. tiw tɣ-pii né' ih? (tə-mənə' aɛŋ)
tee, khñom tiw tə-mənə' aɛŋ' teh! | Are both of us going? (alone)
No, I'm going alone. |
| 3. tiw tɣ-oh khnia' ih? (tɣ-oh khnia)
baat, yeəŋ tiw tɣ-oh khnia. | Are all of us going? (all)
Yes, we're all going. |
| 4. tiw tɣ-oh khnia' ih? (tə-mənə' aɛŋ)
tee, khñom tiw tə-mənə' aɛŋ' teh! | Are all of us going? (alone)
No, I'm going alone. |
| 5. tiw tɣ-bəy né' ih? (bəy)
baat, yeəŋ tiw tɣ-bəy né' ŋ. | Are all three of us going? (three)
Yes, all three of us are going. |
| 6. tiw tɣ-bəy né' ih? (tə-mənə' aɛŋ)
tee, khñom tiw tə-mənə' aɛŋ' teh! | Are all three of us going? (alone)
No, I'm going alone. |

Drill K. Transformation

- | | |
|--|---|
| MODEL: <u>Teacher</u> : khñom coŋ tehael tik.
khñom chii khlaŋ' ah. | I wanted to go swimming.
I was very sick. |
| <u>Student</u> : khñom m tiw hael tik' teh,
púh khñom chii khlaŋ' ah. | I didn't go swimming because
I was very sick. |
| 1. khñom coŋ tehael tik. khñom oh
komaŋ.
khñom m tiw hael tik' teh, púh
khñom oh komaŋ. | I wanted to go swimming. I was
tired.
I didn't go swimming because
I was tired. |
| 2. khñom coŋ tehael tik. yup peek.

khñom m tiw hael tik' teh, púh yup
peek. | I wanted to go swimming. It was
too late.
I didn't go swimming because it
was too late. |
| 3. khñom coŋ tehael tik. khñom levúl
peek.
khñom m tiw hael tik' teh, púh
khñom levúl peek. | I wanted to go swimming. I was
too busy.
I didn't go swimming because I
was too busy. |
| 4. khñom coŋ tehael tik. leŋit
peek.
khñom m tiw hael tik' teh, púh
leŋit peek. | I wanted to go swimming. It was
too dark.
I didn't go swimming, because it
was too dark. |
| 5. khñom coŋ tehael tik. khñom
mian kaa.
khñom m tiw hael tik' teh, púh
khñom mian kaa. | I wanted to go swimming. I was
tied up.
I didn't go swimming because I
was tied up. |
| 6. khñom coŋ tehael tik. khñom m-tón
ñam baay' teh.
khñom m tiw hael tik' teh, púh
khñom m-tón ñam baay' teh! | I wanted to go swimming. I hadn't
eaten yet.
I didn't go swimming, because I
hadn't eaten yet. |

Drill L. ResponseMODEL: Teacher: tɿw aləw' ih?

Shall we go now?

Student: tee, ñam baay haey, səm yeen
yeen tɿw!

We'll eat, then we'll go.

1. rien aləw' ih?

Shall we study now?

tee, ñam baay haey, səm yeen rien!

We'll eat, then we'll study.

2. ɲuut tik aləw' ih?

Shall we swim now?

tee, ñam baay haey, səm yeen
ɲuut tik!

We'll eat, then we'll swim.

3. tɿw psaa aləw' ih?

Shall we go to the market now?

tee, ñam baay haey, səm yeen
tɿw psaa!We'll eat, then we'll go to the
market.

4. cuol tuuk aləw' ih?

Shall we rent the boat now?

tee, ñam baay haey, səm yeen
cuol tuuk!We'll eat, then we'll rent the
boat.

5. tɿw meel kon aləw' ih?

Shall we go to the movies now?

tee, ñam baay haey, səm yeen
tɿw meel kon!We'll eat, then we'll go to the
movies.

6. telop tɿw m-piñ aləw' ih?

Shall we return to Phnom Penh now?

tee, ñam baay haey, səm yeen
telop tɿw m-piñ!We'll eat, then we'll return to
Phnom Penh.

7. tɿw phtéh aləw' ih?

Shall we go home now?

tee, ñam baay haey, səm yeen
tɿw phtéh!

We'll eat, then we'll go home.

UNIT 37

BASIC DIALOGUE

Sareth

1. yeəŋ ciŋ dɔl m-piŋ' haey ih?

Are we about to arrive in Phnom Penh?

Sarin

2. baat, niw-te kelah maəŋ tiet' eh, kpal-hoh coh' haey.

Yes, (there is) only half an hour left, the plane is descending already.

Sareth

3. look thlóp móo m-piŋ' eh?

Have you ever come to Phnom Penh (before)?

Sarin

4. ou, khñom móo m-piŋ pii-bey doəŋ' eh.

Oh, I've come to Phnom Penh two or three times.

Sareth

5. m-piŋ sebaay' teh?

Is Phnom Penh nice?

Sarin

6. baat, mlan ey? m-piŋ touc' teh, tae s'aat' nah.

Sure, it is! Phnom Penh is small, but it's very nice.

Sareth

7. vial kpal-hoh chyaay pii m-piŋ' eh?

Is the airport far from Phnom Penh?

Sarin

8. baat, min-cə chyaay pemaan' eh.. taam khñom smaan, pehael dop kelou.

No, it's not very far - I think it's about ten kilometers.

Sareth

9. coh kee chaek ey-khlah' tiw?.. niw vial kpal-hoh'ŋ.

And what do they check, at the airport?

Sarin

10. oo, mun debouŋ, look tɛw pehaaŋ sbot peet tiw kee, ruoc paspóo, ruoc haey look tiw khaaŋ kóoy!

Oh, first you have to show your health card to them, then the passport, and then you go to customs.

Sareth

11. oh peel pehael pemaan' nih?

How much time does that take?

Sarin

12. ou, pehael-cia memaon.

Oh, about an hour.

Sareth

13. look mian kee móo tetuol' eh?

Do you have someone coming to
pick you up?Sarin

14. baat, khmian' eh?

No one.

Sareth

15. ñceŋ look tiw cemuoy khñom tiw!

In that case, you go with me.

16. mian kee yóo laan móo tetuol
khñom dol-te pii-bey.There are people bringing cars to
meet me, as many as two or three.Sarin17. ñceŋ sùol' eh.. khñom som oo
kun cèen' ah.It's fine that way. Thank you,
very much.

DIALOGUE FOR COMPREHENSION

sereetserin

1. yeŋ cit dol phnum piñ haey rih?

2. baat, niw-tae konlah maon tiet
tee, kpal-hoh coh haey.

3. look thlóp móo? phum piñ tee?

4. ou, khñom móo? phnum piñ pii-bey
doon haey.

5. phnum piñ sebaay tee?

6. baat, mian ey? phnum piñ touc
tee, tae s'aat nah.7. vial kpal-hoh chqaay pii phnum
piñ tee?8. baat, min-cia chqaay ponmaan tee.
taam khñom smaan, prohael dop
kilou.9. coh kee chaek ey-khlah tiw, niw
vial kpal-hoh?10. oo, mun dombouŋ, look trew boŋhaafi
sbot peet tiw kee, ruoc paspóo,
ruoc haey look tiw khaŋ kóoy.

11. oh peel prohael ponmaan niŋ?

12. ou, prohael cia memaon.

13. look mian kee móo? tóotuol tee? 14. baat, khmian tee.
15. ឆ្លែង, look tiw cia-muoy khñom tiw.
16. mian kee yóo? laan móo? tóotuol
khñom dol-tiw pii-bey. 17. ឆ្លែង sruol haey. khñom soum ៦៦
kun craen nah.

NOTE: Numerals, Quantity, and Frequency

Emphasized in this unit are various vocabulary items and constructions referring to numbers and expressions of quantity or frequency. Some are new; some you have encountered before. Following is a summary of the principal words involved, arranged by grammatical category, with approximate meanings. (The capital letters in parentheses refer to drills of this unit; numbers refer to sentences of the Basic Dialogue.)

1. Main Verbs

mian	to have (quantity or frequency)	(13, E)
khmian	(usual negative) not to have	(14, E)
ot mian	not to have, to be out of	(I)
oh	to be used up	(11)
krón, krup-krón	to be complete, filled up (opposite of /oh/)	

2. Pre-Verbal Modifiers

thlóp	used to, did at least once	(3)
dael	ever, did at least once	(D, M)
aasaa	often does, often did	(D, M)
taey-tə (taey-tae)	always does, always did	(A, B)
níw-tə (níw-tae)	still does	
ot	doesn't, didn't (in Phnom Penh, equivalent to /min/)	
cit	almost does, almost did	(1, F)

3. Pre-Numeral Modifiers

ty (téy)	all of, as many as	(see 37, Note 1)
tə (tae)	only, as few as	(see 37, Note 1)
níw-tə...teh!	(there remains) only	(2, F)
dol-tə (dol-tiw)	up to, as many as	(16, H)
pehael (prohael)	approximately	(8)

4. Noun Expression Brackets

tae...teh!	only	(see 28, Note 1)
téy...phoey!	including...as well	(L)

5. Conjunctions

tae, pentae	but, only	(6)
téŋ	even when, even though	(C)
taŋ-pii	since, counting from	(M)

6. Numeral Substitutes

cuon	some	
ról	each, every (distributively)	(A)
krup	all of, every (collectively)	(14)
khlah	some (substitutes for whole numeral phrase-- see Note, Unit 12)	(E)

7. Classifier Substitutes

Any noun (N) which refers to a potential container can occur directly after a numeral (X) in a construction meaning 'X times the quantity measured by N.' This is even true of nouns referring to vehicles, as in the following example:

mian menuh dol-tə məphey laan.

'There are as many as twenty carsful of people.'

Since the normal classifier for people is /néʔ/ (see Note, Unit 38), the noun /laan/ 'car' here functions as its substitute: 'carful' instead of 'individual.' Other nouns, such as /kpal/ 'boatful' and /kpal-həh/ 'plane-ful', can fill the same position (Drill H).

Whether or not a classifier or classifier substitute occurs after the numeral, such expressions of quantity are reserved for the ends of sentences, coming after numeral modifiers such as /dol-tə/ (as in the example above) and completive verbs such as /baan/ (see Unit 36, Drill D).

8. Complex Numerals

Review the general plan of Cambodian numeral construction (Note, Unit 11, and New Vocabulary, Unit 23). Although discrete numerals for ten thousand (/mɛn/) and hundred thousand (/saen/) exist, it is not uncommon to count the thousands between 11,000 and 999,000 in the English-French manner-- i.e. as multiples of numbers higher than ten and lower than a thousand.

For example: 65,000 pmmuoy mɛn pram pón
 or hok-səp pram pón

 300,000 bɛy saen
 or bɛy róoy pón

Some complex numerals occur in Drill K of this unit.

NEW VOCABULARY: Travel Terms1. Place Names

pooconton	Pochentong (Phnom Penh's airport)
boukoo, phnum boukoo	Bokor (a resort)
kepuy (kompuy) saom	Kompong Som (a seaside resort)
kirirom	Kirirom (a resort)
sòk kèaw (srok kraw)	abroad, foreign countries
hoŋ-kon	Hong Kong
vien-can	Vientiane
baŋkoo?	Bangkok
jaakaataa	Jakarta
səŋkapóo (səŋkapóo)	Singapore
khleŋ	India, Indian

2. Formalities

paspóo	passport
vizaa (visaa)	visa
kóoy	customs
sbot pset	doctor's certificate, immunization certificate
kaat	identity card (required of Cambodian citizens)
pé?mii (peimiih) baek laan	driver's license
sbot	ticket
valiiz (valiih)	valise
həp	suitcase, trunk
chaek	to check

3. Adjectives and Weather Terms

leŋit (ŋóonit)	dark
phlii	light, bright
chii	sick, ill
cia	well, healthy
kdaw	hot, warm
tecé? (trócé?)	cool, cold
(masin tecé?)	(air-conditioner)
phlien	rain, to rain
mian	rich
króo	poor

DRILLS

Drill A. Substitution

- | | |
|--|--|
| 1. khñom taex-te tiw kaep rôl thpay
atit'n. | I always go to Kep every Sunday. |
| 2. khñom taex-te tiw <u>rien phtéh</u>
<u>puo?-maa? khñom rôl thpay atit'n.</u> | I always go to <u>study at my friend's</u>
<u>house</u> every Sunday. |
| 3. khñom taex-te tiw <u>rien phtéh</u>
<u>puo?-maa? khñom rôl coj atit'n.</u> | I always go to study at my friend's
house <u>every weekend.</u> |
| 4. khñom taex-te tiw <u>leex opuk-medaay</u>
<u>khñom rôl coj atit'n.</u> | I always go to <u>visit my parents</u>
every weekend. |
| 5. khñom taex-te tiw <u>leex opuk-medaay</u>
<u>khñom rôl thpay chup rien.</u> | I always go to visit my parents
<u>every school holiday.</u> |
| 6. khñom taex-te <u>tiw kaep rôl thpay</u>
<u>chup rien.</u> | I always <u>go to Kep</u> every school
holiday. |
| 7. khñom taex-te tiw kaep <u>rôl</u>
<u>thpay chup'm.</u> | I always go to Kep <u>every holiday.</u> |
| 8. khñom taex-te tiw kaep <u>rôl</u>
<u>thpay atit'n.</u> | I always go to Kep <u>every Sunday.</u> |

Drill B. Substitution

- | | |
|--|---|
| 1. khae kdaw kee taex-te nóm khnia
tiw leex kaep! | In the hot months they usually go
to Kep. |
| 2. khae kdaw kee taex-te nóm khnia
tiw <u>ñam baay i-poccenton!</u> | In the hot months they usually go
<u>to Pochentong to eat.</u> |
| 3. khae kdaw kee taex-te nóm
khnia tiw <u>leex phnum boukoo!</u> | In the hot months they usually go
<u>to Bokor.</u> |
| 4. khae kdaw kee taex-te nóm khnia
tiw <u>leex kepun saom!</u> | In the hot months they usually go
to <u>Kompong Som.</u> |
| 5. khae kdaw kee taex-te nóm khnia
tiw <u>leex kirirom!</u> | In the hot months they usually go
to <u>Kirirom.</u> |
| 6. khae kdaw kee taex-te nóm khnia
tiw <u>hael tik!</u> | In the hot months they usually go
<u>swimming.</u> |
| 7. khae kdaw kee taex-te nóm khnia
tiw <u>leex kaep!</u> | In the hot months they usually go
<u>to Kep.</u> |

Drill C. Substitution

- | | |
|--|--|
| 1. kót meel sephiw tɔ̃ ləŋit! | He's reading the book even though it's dark. |
| 2. <u>kee</u> meel sephiw tɔ̃ ləŋit! | <u>They're</u> reading the book even though it's dark. |
| 3. kee meel sephiw tɔ̃ <u>chii</u> ! | They're reading the book even though they're <u>sick</u> . |
| 4. kee <u>thee kaa</u> tɔ̃ chii! | They're <u>working</u> even though they're sick. |
| 5. <u>kót</u> thee kaa tɔ̃ chii! | <u>He's</u> working even though <u>he's</u> sick. |
| 6. kót thee kaa tɔ̃ <u>phlien</u> ! | He's working even though <u>it's</u> <u>raining</u> . |
| 7. kót <u>meeleŋ khñom</u> tɔ̃ phlien! | He <u>comes to visit me</u> even though it's raining. |
| 8. <u>kee</u> meeleŋ khñom tɔ̃ phlien! | <u>They</u> come to visit me even though it's raining. |

Drill D. Response

MODEL: Teacher. look dael tiw sòk
look' eh?

Student: baat, khñom aasaa
tiw' ah.

Have you ever gone to your
native country?

Yes, I have gone there quite
often.

- look dael ñam baay cən' eh?
baat, khñom aasaa ñam' nah.
- pepún look dael móo m-piñ'
eh?
baat, pepún khñom aasaa móo' ah.
- koun look dael tɛhael tik i-kaep'
eh?
baat, koun khñom aasaa tiw' ah.
- opuk look dael tɛleŋ ŋkóo'
teh?
baat, opuk khñom aasaa tiw' ah.
- puo?-maa? look dael tɛsɛ sbot
tiw sòk khmaɛ' teh?
baat, kót aasaa tɛsɛ' nah.
- look dael thee baay' teh?
baat, khñom aasaa thee' ah.

Have you ever eaten Chinese food?
Yes, I have eaten it quite often.

Has your wife ever come to Phnom
Penh?
Yes, my wife has come quite often.

Has your son ever gone to swim in
Kep?
Yes, my son has gone quite often.

Has your father ever gone to visit
Angkor?
Yes, my father has gone quite often.

Has your friend ever written a
letter to Cambodia?
Yes, he has written quite often.

Have you ever prepared a meal?
Yes, I have prepared one quite often.

Drill E. Response: Positive and Negative

POSITIVE MODEL:

<u>Teacher:</u> look mian luy sòk kèaw' teh? (baat, yuon)	Do you have any foreign money? (yes, Vietnamese)
<u>Student:</u> baat, khñom mian luy yuon' khlah!	Yes, I have some Vietnamese money.

NEGATIVE MODEL:

<u>Teacher:</u> look mian luy sòk kèaw' teh? (tee)	Do you have any foreign money? (no)
<u>Student:</u> tee, khñom khmian' eh!	No, I don't have any.

- | | |
|---|---|
| 1. look mian luy sòk kèaw' teh?
(baat, siem)
baat, khñom mian luy siem' khlah! | Do you have any foreign money?
(yes, Thai)
Yes, I have some Thai money. |
| 2. look mian luy sòk kèaw' teh?
(baat, pèaŋ)
baat, khñom mian luy pèaŋ' khlah! | Do you have any foreign money?
(yes, French)
Yes, I have some French money. |
| 3. look mian luy sòk kèaw' teh?
(tee)
tee, khñom khmian' eh! | Do you have any foreign money?
(no)
No, I don't have any. |
| 4. look mian luy sòk kèaw' teh?
(baat, amerikaŋ)
baat, khñom mian luy amerikaŋ'
khlah! | Do you have any foreign money?
(yes, American)
Yes, I have some American money. |
| 5. look mian luy sòk kèaw' teh?
(baat, khleŋ)
baat, khñom mian luy khleŋ' khlah! | Do you have any foreign money?
(yes, Indian)
Yes, I have some Indian money. |
| 6. look mian luy sòk kèaw' teh?
(tee)
tee, khñom khmian' eh! | Do you have any foreign money?
(no)
No, I don't have any. |
| 7. look mian luy sòk kèaw' teh?
(baat, hoŋ-konŋ)
baat, khñom mian luy hoŋ-konŋ' khlah! | Do you have any foreign money?
(yes, Hongkong)
Yes, I have some Hongkong money. |

Drill E. Response

MODEL: Teacher: yeəŋ cɪt dɔl m-piŋ!?
(dop menuṭ)

Are we about to arrive in
Phnom Penh? (ten minutes)

Student: baat, niw-te dop menuṭ
tiet' eh!

Yes, only ten more minutes.

1. yeəŋ cɪt dɔl pèy-ŋkóo!?
(kelah maŋ)
baat, niw-te kelaḥ maŋ tiet' eh!

Are we about to arrive in Saigon?
(half an hour)
Yes, only half an hour more.

2. yeəŋ cɪt dɔl vieŋ-can!?
(memaŋ)
baat, niw-te memaŋ tiet' eh!

We are about to arrive in Vientiane?
(an hour)
Yes, only an hour more.

3. yeəŋ cɪt dɔl baŋkoo? ' eh ih?
(pèam-ndop menuṭ)
baat, niw-te pèam-ndop menuṭ
tiet' eh!

Are we about to arrive in Bangkok?
(fifteen minutes)
Yes, only fifteen minutes more.

4. yeəŋ cɪt dɔl jaakaataa!?
(pèam menuṭ)
baat, niw-te pèam menuṭ tiet' eh!

Are we about to arrive in Jakarta?
(five minutes)
Yes, only five minutes more.

5. yeəŋ cɪt dɔl sɛŋkapoo!?
(mephey menuṭ)
baat, niw-te mephey menuṭ tiet' eh!

Are we about to arrive in Singapore?
(twenty minutes)
Yes, only twenty minutes more.

Drill G. Response

MODEL: Teacher: paspóo look thee niw-inaa?
(vaasenton)

Where was your passport issued?
(Washington)

Student: paspóo khñom thee niw
vaasenton.

My passport was issued in
Washington.

1. sbot peet look thee niw-inaa?
(ñiw yóok)
sbot peet khñom thee niw ñiw
yóok'ŋ.

Where was your health card issued?
(New York)
My health card was issued in
New York.

2. kaat look thee niw-inaa?
(kepuŋ caam)
kaat khñom thee niw kepuŋ caam.

Where was your identity card issued?
(Kompong Cham)
My identity card was issued in
Kompong Cham.

3. paspóo look thee nŭw-inaa?
 (m-piñ)
 paspóo khñom thee nŭw m-piñ.

Where was your passport issued?
 (Phnom Penh)
 My passport was issued in Phnom
 Penh.

4. sbot peet look thee nŭw-inaa?
 (pariŭ)
 sbot peet khñom thee nŭw pariŭ.

Where was your health card issued?
 (Paris)
 My health card was issued in Paris.

5. kaat look thee nŭw-inaa?
 (m-piñ)
 kaat khñom thee nŭw m-piñ.

Where was your identity card issued?
 (Phnom Penh)
 My identity card was issued in
 Phnom Penh.

Drill H. Response

MODEL: yŭi, mēnuh cēen' ah.
 (mephey laan)
 baat, mian mēnuh dol-te
 mephey laan.

My, there are a lot of people!
 (twenty carsful)
 Yes, there are as many as
 twenty carsful.

1. yŭi, mēnuh cēen' ah.
 (mekpal-hoh)
 baat, mian mēnuh dol-te
 mekpāl-hoh'ŋ.

My, there are a lot of people!
 (one airplaneful)
 Yes, there are as many as one
 airplaneful.

2. yŭi, mēnuh cēen' ah.
 (piŭ kpāl-hoh)
 baat, mian mēnuh dol-te piŭ
 kpāl-hoh'ŋ.

My, there are a lot of people!
 (two airplanesful)
 Yes, there are as many as two
 airplanesful.

3. yŭi, mēnuh cēen' ah.
 (piŭ kpāl)
 baat, mian mēnuh dol-te piŭ
 kpāl.

My, there are a lot of people!
 (two boatsful)
 Yes, there are as many as two
 boatsful.

4. yŭi, mēnuh cēen' ah.
 (dop laan)
 baat, mian mēnuh dol-te dop
 laan.

My, there are a lot of people!
 (ten carsful)
 Yes, there are as many as ten
 carsful.

5. yŭi, mian mēnuh cēen' ah.
 (mekpal)
 baat, mian mēnuh dol-te mekpāl.

My, there are a lot of people!
 (one boatful)
 Yes, there are as many as one
 boatful.

6. yii, menuh cèen' ah.
(pèam laan)
baat, mian menuh dol-te pèam
laan.

My, there are a lot of people!
(five carsful)
Yes, there are as many as five
carsful.

Drill I. Response

MODEL: Teacher: soum pehaañ paspóo khñom! Please show me your passport.
Student: khñom ot mian paspóo' teh! I don't have a passport.

- | | |
|---|---|
| 1. soum pehaañ pé'mii baek-laan
khñom!
khñom ot mian pé'mii baek-laan' teh! | Please show me your driver's
license.
I don't <u>have</u> a driver's license. |
| 2. soum pehaañ sbot peet khñom!
khñom ot mian sbot peet' teh! | Please show me your health card.
I don't <u>have</u> a health card. |
| 3. soum pehaañ kaat khñom!
khñom ot mian kaat' teh! | Please, show me your I.D. card.
I don't <u>have</u> an I.D. card. |
| 4. soum pehaañ sbot khñom!
khñom ot mian sbot' teh! | Please show me your ticket.
I don't <u>have</u> a ticket. |
| 5. soum pehaañ valiiz khñom!
khñom ot mian valiiz' teh! | Please show me your valise.
I don't <u>have</u> a valise. |
| 6. soum pehaañ hep khñom!
khñom ot mian hep' teh! | Please show me your suitcase.
I don't <u>have</u> a suitcase. |
| 7. soum pehaañ vizaa khñom!
khñom ot mian vizaa' teh! | Please, show me your visa.
I don't <u>have</u> a visa. |

Drill J. Substitution

- | | |
|--|---|
| 1. soum look chup mephleet, khñom
trew chack paspóo look! | Please stop a moment, sir-- I must
check your passport. |
| 2. soum look chup mephleet, khñom
trew chack <u>hep</u> look! | Please stop a moment, sir-- I must
check your <u>suitcase</u> . |
| 3. soum look chup mephleet, khñom
trew chack <u>valiiz</u> look! | Please stop a moment, sir-- I must
check your <u>valise</u> . |
| 4. soum look chup mephleet, khñom
trew chack <u>sbot peet</u> look! | Please stop a moment, sir-- I must
check your <u>health card</u> . |
| 5. soum look chup mephleet, khñom
trew chack <u>kaat</u> look! | Please stop a moment, sir-- I must
check your <u>identity card</u> . |

6. soum look chup mephleet, khñom
trəw chaek pé'mi baek-laan look!
7. soum look chup mephleet, khñom
trəw chaek sbot look!

Please stop a moment, sir-- I must
check your driver's license.

Please stop a moment, sir-- I must
check your ticket.

Drill K. Response

MODEL: Teacher: sbot look leek pemaan?
(3, 100)

Student: sbot khñom leek bəy pón
meróoy!

What's the number of your
ticket? (3, 100)

The number of my ticket is
3, 100.

1. sbot look leek pemaan?
(3, 942)
sbot khñom leek bəy pón pmbuon
róoy sae-sep pii!

What's the number of your ticket?
(3, 942)

The number of my ticket is 3, 942.

2. ktup look leek pemaan? (25)
ktup khñom leek mephey pèam.

What's the number of your room? (25)
My room number is 25.

3. paspóo look leek pemaan?
(4, 982)
paspóo khñom leek buon pón
pmbuon róoy paet-sep pii!

What's the number of your passport?
(4, 982)

My passport number is 4, 982.

4. phtéh look leek pemaan?
(12)
phtéh khñom leek dop-pii!

What's the number of your house?
(12)

The number of my house is 12.

5. kaat look leek pemaan?
(2, 914)
kaat khñom leek pii pón pmbuon
róoy dop-buon!

What's the number of your I. D.
card? (2, 914)

The number of my I.D. card is
2614.

6. pé'mi baek-laan look leek
pemaan? (560)
pé'mi baek-laan khñom leek
pèam róoy hok-sep!

What's the number of your driver's
license? (560)

The number of my driver's license
is 560.

Drill L. Transformation

MODEL: Teacher: phtéh khñom l'oo, haey
s'aat tiet!
(kelaex hael tik)

My house is pretty, and clean
too. (swimming pool)

Student: phtéh khñom l'oo haey
s'aat tiet, mian tñ
kelaex hael tik phoex!

My house is pretty and clean
too-- it even has a
swimming pool.

1. vial kpal-hoh thom, haey l'oo tiet!
(kelaex lú? baay)
vial kpal-hoh thom haey l'oo tiet,
mian tñ kelaex lú? baay phoex!

The airport is large, and attrac-
tive too. (restaurant)
The airport is large and attrac-
tive too-- it even has a
restaurant.

2. niañ nih s'aat, haey mian tiet!
(kpal-hoh muoy)
niañ nih s'aat haey mian tiet,
mian tñ kpal-hoh muoy phoex!

This young lady is pretty, and
rich too. (an airplane)
This young lady is pretty and rich
too-- she even has an airplane.

3. laan khñom thom, haey l'oo tiet!
(raadyou)
laan khñom thom haey l'oo tiet,
mian tñ raadyou phoex!

My car is large, and pretty too.
(radio)
My car is large and pretty too--
it even has a radio.

4. kelaex nih mian menuh móo pii
krup srok! (eskiimou)
kelaex nih mian menuh móo pii
krup srok, mian tñ eskiimou
phoex!

This place has people who come
from every country. (Eskimos)
This place has people who come
from every country-- it even
has Eskimos.

5. phtéh khñom mian rebh craen nah!
(masin təcé?)
phtéh khñom mian rebh craen nah,
mian tñ masin təcé? phoex!

My house has a lot of things in
it. (air-conditioner)
My house has a lot of things in
it-- it even has an air-
conditioner.

Drill M. Transformation

- MODEL: Teacher: taŋ-pii khñom móo sòk Since coming to America, I've
amerik, khñom m-daël never eaten Chinese food.
ñam mēhoup cən' eh! (pəaŋ) (French)
- Student: taŋ-pii khñom móo sòk Since coming to America, I've
amerik, khñom m-daël never eaten Chinese food,
ñam mēhoup cən' eh, but I've often eaten French
petae khñom aasaa ñam food.
mēhoup pəaŋ' nah.
1. taŋ-pii khñom móo sòk khmae, khñom Since coming to Cambodia, I've
m-daël meel səphiw ɔŋglee' teh! never read English books.
(khmae) (Cambodian)
taŋ-pii khñom móo sòk khmae, khñom Since coming to Cambodia, I've
m-daël meel səphiw ɔŋglee' teh, never read English books, but
petae khñom aasaa meel səphiw I've often read Cambodian books.
khmae' nah.
 2. taŋ-pii khñom móo sòk khmae, khñom Since coming to Cambodia, I've
m-daël meel kon amerikəŋ' teh! never seen American movies.
(khmae) (Cambodian)
taŋ-pii khñom móo sòk khmae, khñom, Since coming to Cambodia, I've
m-daël meel kon amerikəŋ' teh, never seen American movies, but
petae khñom aasaa meel kon khmae' I've often seen Cambodian movies.
nah.
 3. taŋ-pii khñom móo sòk pəaŋ, khñom Since coming to France, I've
m-daël tətuoł sbot pii sòk never received any letters
amerik' teh! (sòk khmae) from America. (Cambodia)
taŋ-pii khñom móo sòk pəaŋ, khñom Since coming to France I've never
m-daël tətuoł sbot pii sòk amerik' received any letters from
teh, petae khñom aasaa tutuoł sbot America, but I've often received
pii sòk khmae' nah. letters from Cambodia.
 4. taŋ-pii khñom móo sòk amerik, khñom Since coming to America, I've
m-daël meel səphiw' teh! (kasaet) never read any books. (magazines)
taŋ-pii khñom móo sòk amerik, khñom Since coming to America I've
m-daël meel səphiw' teh, petae never read any books, but I've
khñom aasaa meel kasaet' ah. often read magazines.
 5. taŋ-pii khñom móo sòk amerik, khñom Since coming to America, I've
m-daël cuop kót' eh! never seen him.
(tələfoun tiw kót) (telephoned to him)
taŋ-pii khñom móo sòk amerik, khñom Since coming to America, I've
m-daël cuop kót' eh, petae khñom never seen him, but I've often
aasaa tələfoun tiw kót' ah. telephoned to him.

Drill N. Special Response Drill

(You will hear a statement, followed by a question. Answer the question.)

- | | |
|---|--|
| 1. sʔaek kót tɿw m-piñ!
ot tooh, kót tɿw inaa?
baat, kót tɿw m-piñ! | Tomorrow he's going to Phnom Penh.
Pardon me, where is he going?
He's going to Phnom Penh. |
| 2. sʔaek kót tɿw m-piñ!
ot tooh, kót tɿw ŋkaal?
baat, kót tɿw sʔaek! | Tomorrow he's going to Phnom Penh.
Excuse me, when is he going?
He's going tomorrow. |
| 3. sʔaek ɪm tɿw m-piñ?
ot tooh, néʔ-naa tɿw m-piñ?
baat, ɪm tɿw m-piñ! | Tomorrow Im's going to Phnom Penh.
Pardon me, who's going to Phnom Penh?
Im's going to Phnom Penh. |
| 4. sʔaek kót tɿw m-piñ taam
kpal-hoh!
ot tooh, kót tɿw taam ey?
baat, kót tɿw taam kpal-hoh! | Tomorrow he's going to Phnom Penh
by plane.
Excuse me, how's he going?
He's going by plane. |
| 5. sʔaek kót tɿw m-piñ tiñ
laan!
ot tooh, kót tɿw m-piñ
tiñ ey?
baat, kót tɿw m-piñ tiñ
laan! | Tomorrow he's going to Phnom Penh
to buy a car.
Excuse me, what's he going to
Phnom Penh to buy?
He's going to Phnom Penh to buy
a car. |
| 6. sʔaek kót tɿw m-piñ cəmuoy
sim!
ot tooh, kót tɿw m-piñ cəmuoy
néʔ-naa?
baat, kót tɿw m-piñ cəmuoy sim! | Tomorrow he's going to Phnom Penh
with Sim.
Excuse me, who's he going to Phnom
Penh with?
He's going to Phnom Penh with Sim. |

UNIT 38

BASIC DIALOGUE

Traveler

1. khñom cəŋ tifi səbot muoy tiw
póoy-peet!

I want to buy a ticket to Poipet.

Official

2. ot tooh! aləw oh kəlaəŋ' eh.
niw mian tə maŋ pil-ndəp
yup'm.

I'm sorry. All the seats are taken
now. There is still (space) only
on the midnight (train).

Traveler

3. m ey' teh! khñom khmian
peñap pəmaan' teh!
4. thee tməə yup, kə suəl meyaəŋ
dəe, púh təc' ' phoəŋ.

That's all right. I'm in no hurry.

Travelling at night is nice, in
one way, because it's cool.

Official

5. cəh look cəŋ baan səbot
thómədaa, rii cəŋ mian
ktup keəŋ?

Sir, do you want an ordinary ticket,
or do you want to have a sleeping
compartment?

Traveler

6. khñom cəŋ baan ktup muoy
tə-méné' aəŋ!

I want a compartment, all by
myself.

Official

7. ou, thlay ntəc' eh.

Oh, that's a little expensive!

Traveler

8. mian ey? atiah-phleəŋ tədəl
póoy-peet maŋ pəmaan?

That's all right. At what time
does the train arrive in Poipet?

Official

9. ou, pəhaəl maŋ dəp pək
khaəŋ-s'aək'ŋ.

Oh, about ten o'clock in the
morning day after tomorrow.

10. púh look təc-tə cam atiah-phleəŋ
niw battebəəŋ meŋay!

Because you must wait for the train
one day in Battambang.

Traveler

11. cəh dəl khñom tədəl póoy-peet,
khñom thee məc' tiw?

And then, when I arrive in Poipet,
what do I do?

Official

12. baat, look tēw-te pdou atiah-phleeng
niw pōoy-peet. You have to change trains in Poipet.
Poipet.
13. pūh alew atiah-phleeng m coul sōk
siem' teh! Because now the trains don't go
into Thailand.

Traveler

14. dol tēdol sōk siem, thee
mēc' deh? When I arrive in Thailand, what
do I do then?

Official

15. ou, khmian cmnaot' teh' Oh there's no problem.
16. look tiw té'-tóon nḡ pēlih siem'
tiw. kee cuoy nae-nóm look' eh. You go and contact the Thai police,
and they'll help guide you.

DIALOGUE FOR COMPREHENSION

né? thvée dōmnaené? lú? sōmbot

1. khñom cōḡ tiñ sōmbot muoy tiw
pōoy-peet. 2. ot tooh! eylew oh konlaeng haey.
niw mian tae maonḡ pii-dōndop
yup.
3. min ey tee! khñom khmian prōñap
ponmaan tee.
4. thvée dōmnae yup kō sruol meyaanḡ
dae, prūh trōcé? phōonḡ. 5. coh look cōḡ baan sōmbot thōmmedaa,
rīi cōḡ mian bōntup keeḡ?
6. khñom cōḡ baan bōntup muoy tae
mené aenḡ. 7. ou, thlay bōntec haey!
8. mian ey? rōotiah-phleeng tiw dol
pōoy-peet maonḡ ponmaan? 9. ou, prōhael maonḡ dōp prēk
khaanḡ-s'aek.
10. prūh look trēw-tae cam rōotiah-
phleeng niw batdōmboonḡ methḡay.
11. coh dol khñom tiw dol pōoy-peet?,
khñom thvée mēc tiw? 12. baat, look trēw-tae pdou rōotiah-
phleeng niw pōoy-peet.
13. prūh eylew rōotiah-phleeng min
coul srok siem tee.
14. dol tiw dol srok siem, thvée
mēc dae? 15. ou, khmian cmnaot tee.
16. look tiw té'-tóon nḡ polih siem tiw.
kee cuoy nae-nóm look haey.

NOTE: Classifiers1. Noun-Numeral Constructions

Some quantity expressions in Cambodian involve only nouns, plus verbs like /mian/, its negatives, /oh/ and /krup/ (see Unit 37, Note 1). One such pattern, with the verb /oh/, is reviewed in Drills A and B of this unit. But the great majority of quantity expressions require the use of numerals in close relationships with nouns, in specialized patterns which are quite different from their English equivalents.

So far, you have encountered four major types of construction involving both nouns (N) and numerals (X). They are as follows:

- | | | |
|------------|--------------------|--------------------------------|
| a) XN: | pmmuoy maon | six hours |
| | dop kelou | ten kilometers |
| | meróoy riel | one hundred riels |
| | pil sephiw | two volumes (of the same work) |
| b) NX: | otael muoy | a hotel |
| | laan pram | five cars |
| | sephiw pil | two books |
| c) NXN: | koun seh pil né? | two students |
| | look son bey on | three priests |
| | kenat buon maet | four yards of cloth |
| | menuh pram laan | five carsful of people |
| d) N (tii, | | |
| leek) X: | thgay tii-mephey | the twentieth (day) |
| | ptup leek saam-sep | room no. 30 |
| | thna? leek-pil | second class |
| | maon pmmuoy | six o'clock (the sixth hour) |

Constructions a), b), and c) all refer to quantity, while construction d) refers to position in an ordered series. (A special case of a) is the discontinuous construction of the type /medooy-pil/ 'once or twice'-- see Unit 33, Note 4.) More complex constructions are formed by interlocking two of the basic constructions, especially when type b) is split by one of the others:

- b) /kedah pil/ 'two bills' plus a) /dop riel/ 'ten riels' gives:
 /kedah dop-riel pil/ 'two ten-riel bills.'
- b) /sebot bey/ 'three tickets' plus d) /thna? leek-muoy/ 'first class' gives:
 /sebot thna?-leek-muoy bey/ 'three first-class tickets.'

Superficially, constructions b) and d) often appear identical:

- | | |
|-------------|-------------------------------|
| b) laan pil | two cars |
| d) maon pil | two o'clock (the second hour) |

It can be shown, however, that the constructions are different from the point of view of syntax as well as meaning: type b) can be split, either, as above, by another numeral construction, or by various parts of the predicate, as in the following:

khñom tii laan baan pil.

'I was able to buy two cars.'

(See also Unit 36, Note 2 end, and Drill D.) Construction d) cannot be split in this way, but only by a few predictable items such as /tii/ and /leek/. Neither can construction a) be separated. But construction c) can be split in the same ways as construction b) with the division always coming between the first noun and the combination numeral-noun: N/XN.

aoy sac-koo khñom mə-kelou moh. 'Give me one kilogram of beef.'

(This type of split is repeated many times in Drills C and D of this unit.) This shows clearly that construction c) is, in fact, a combination of types a) and b):

- | | | |
|------|------------------|-----------------------|
| a) | pil laan | two carsful |
| b) | sephiw pil | two books |
| c) | sephiw/pil laan | two carloads of books |
| (not | sephiw pil/laan) | |

2. Numeral Substitutes

Besides the actual numerals, a few other items are frequently found in the position designated by X in the constructions of the preceding section. (See also Unit 37, Note 6). The only such numeral substitute found in all four basic noun-numeral constructions is /pemaan/ 'how many.' Examples:

- | | | |
|--------|---------------------|--|
| a) XN: | <u>pemaan</u> maon | <u>how many</u> hours? |
| | <u>rol</u> thray | <u>every</u> day |
| | <u>kelah</u> maon | <u>half</u> an hour |
| | <u>krup</u> muk | <u>all</u> kinds |
| | <u>cuon</u> kaal | <u>sometimes</u> |
| b) NX: | maon <u>pemaan</u> | <u>what</u> time? (<u>how many</u> o'clock) |
| | otael <u>khlah</u> | <u>some</u> hotels |
| | mekhae <u>kelah</u> | a month <u>and a half</u> |

(Note that the last example is a very special case)

- | | | |
|-------------|-------------------------|--------------------------|
| c) NXN: | Same patterns as a) XN. | |
| d) N (leek, | | |
| tii) X: | thray <u>tii-pemaan</u> | <u>what</u> date? |
| | ptup <u>leek-pemaan</u> | <u>what number</u> room? |

One of the common constructions of the numeral substitute /pemaan/ is reviewed in Drill F of this unit-- expressions with /pemaan tiet/ 'how many more?'

3. Definition of Classifier

Any noun found in the position of N in construction a) above (XN) will henceforth be called a classifier. There is a small sub-class of nouns which are found almost exclusively in this position, and which, as a group, more often fill the position than any other kind of noun; these will be called unit classifiers.

As far as meaning is concerned, the larger category of classifiers consists of weights, measures (of time, distance, or value) and containers for things not weighed, measured, or valued in the standard way (see list in New Vocabulary, 3). The unit classifiers, on the other hand, designate pieces, shapes, or other units of substances conceived in the mass. The actual meaning of unit classifiers, unless they refer to people (e.g. /neʔ/ and /ɔŋ/), usually has to do with the typical shape of the thing counted.

Some English equivalents of classifiers are the following:

- a) Quantitative type-- a glass of milk, a pound of cheese, a yard of cloth, a spoonful of sugar, a minute of silence, a nickel's worth of candy, an acre of land, a box of matches, a pack of cigarettes.
- b) Unit type-- a grain of sand, a piece of chalk, a sheet of paper, a head of cattle, a loaf of bread, a slice of toast, a stick of chewing-gum.

4. Classifiers in Identifying Constructions

Another important use of classifiers, besides counting units and measuring quantities, is in identifying individual members of a large class of objects referred to by the same noun. This construction frequently involves one of the set of four common items called demonstratives.

naa	'which'	niŋ	'the, that'
nih	'this'	nuh	'that, yonder'

Examples:

sələk-naa	'which sheet (of paper)'
kuu-nih	'this pair (of shoes)'
ɔŋ-niŋ	'that one (monk)'
khaaŋ-nuh	'the other one (of two)'

Many Cambodian nouns, however, do not have any unit classifier associated with them-- e.g. /khmaw-day/ 'pencil.' When it is necessary to identify a particular member of such a class of objects, there are two possibilities:

- a) The demonstrative can be put directly after the noun:

khmaw-day naaʔ	'which pencil?'
laan nuh	'that car'

- b) When the noun has just been mentioned (by any speaker in the conversation), or is for some reason obvious, the demonstrative is hooked to a prefix /aa-/:

aa-naa vɛɛŋ ciəŋʔ	'Which <u>one</u> is longer?'
aa-nih thom ciəŋʔ	'This <u>one</u> is bigger.'

This prefix /aa-/, which never occurs by itself or with numerals, is thus a classifier substitute, taking the place of the classifier in the identifying construction only. Besides the demonstratives, the second position in the identifying construction can be filled by adjectives as well:

aakhiew thom ciay! 'The blue one is bigger.

This pattern is the subject of Drills G, I, and J. In Drills H and K, you will practice the same pattern with real unit classifiers in the place of /aa-/. Note that the classifiers /neʔ/ and /dooŋ/ have special forms, /menéʔ/ and /medooŋ/ respectively, in the identifying construction:

néʔ-naa	'who?'	menéʔ-naa	'which one (person)?'
pil néʔ	'two people'	menéʔ-nuh	'that one (person)'
pil dooŋ	'twice'	medooŋ-nih	'this time'

NEW VOCABULARY (including some old words)

1. Nouns

kelaɛŋ (kɔnlaɛŋ)	space, room
səbot (sɔmbot)	ticket, letter
kòap (króp)	bullet
luy	money
sac	meat
sac-koo	beef
sbaɛk-cəɛŋ	shoes
paom	apples
byɛɛ (byéa)	beer
kədaɛ (krɔdaaɛ)	paper, bank-note
somley	cotton
thmoo	stone
pəaʔ (praʔ)	silver, money
mieɛh	gold
spian	bridge
atiah-phleeŋ	railroad
outoray	diesel train
teɛhian	military
sivil	civilian

2. Verbs and Adjectives

chlooŋ	to cross
caʔ thnam	to inject (medicine)
cóp	firm, durable
phoy	unstable, flimsy
pekaɛ (pukaɛ)	skillful, clever
sàal (sraal)	light (in weight)

akòoʔ (aakròʔ)	bad
sdaəŋ	thin
cah	old
pif	full (said of things)
cʔaet	full (said of people)

3. Classifiers

a) Containers

kaew	glass
peəŋ	cup
doop	bottle
caan	dish
sàom (sraom)	envelope
sepia (slaap-pria)	spoonful
laan	carful
kpal	boatful
kpal-hoh	planeful
thun	basket
peʔop (prəʔop)	box
kecop (kəfəcop)	pack

b) Measures

kelou (kilou)	kilo (-gram, -meter)
met (maet)	meter
kraam	gram
liit	litre
riel	riel, piastre
menut, niatii	minute
maon	hour, o'clock
thay	day
atit	week
khac	month
chnam	year
doon	time (instance)

c) Unit Classifiers

néʔ	person
on	revered person
kòm (krom)	group
kuu	a pair
khaan	one of a pair

selek (sɔnlɛk)	sheet, slice
chbap	copy
kòap (króp)	pill, grain
mat	mouthful

ClassifierUsed for (Examples)

né?	kruu, téhian	teacher, soldier
ɔŋ	look sɔŋ	monk
kòm	krom phleɛŋ	orchestra
kuu	sbaek-ceɛŋ	shoes
khaaŋ	sbaek, lɛc, kaet	shoes, west, east
selek	kedah	paper
chbap	mee-rien	lesson
kòap	baay, thnam	rice, medicine
mat	piá?	word

DRILLS

Drill A. Response: Positive.

MODEL: Teacher: ɔh kelaɛŋ haey-iniw?
Student: baat, ɔh kelaɛŋ' eh.

Is the space all used up?
 Yes, it's all used up.

- | | |
|---|--|
| 1. ɔh səbot haey-iniw?
baat, ɔh səbot' eh. | Are the tickets all gone?
Yes, they're all gone. |
| 2. ɔh baay haey' iniw?
baat, ɔh baay' eh. | Is the rice all gone?
Yes, it's all gone. |
| 3. ɔh kòap haey-iniw?
baat, ɔh kòap' eh. | Are the bullets all gone?
Yes, they're all gone? |
| 4. ɔh luy haey-iniw?
baat, ɔh luy' eh. | Are (you) out of money?
Yes, (I'm) all out. |
| 5. ɔh sac haey-iniw?
baat, ɔh sac' eh. | Is the meat all gone?
Yes, it's all gone. |
| 6. ɔh menuh haey-iniw?
baat, ɔh menuh' eh. | Is that the last of the people?
Yes, that's the last of them. |

Drill B. Response: Negative.

- MODEL: Teacher: oh kelaɛŋ haey-iniw? Is the space all used up?
Student: baat, m-tón oh kelaɛŋ' teh! No, it isn't used up yet.
1. oh sebot haey-iniw? Are the tickets all gone?
 baat, m-tón oh sebot' teh! No, they aren't all gone yet.
 2. oh baay haey-iniw? Is the rice all gone?
 baat, m-tón oh baay' teh! No, there is still some left.
 3. oh kòap haey-iniw? Are the bullets all gone?
 baat, m-tón oh kòap' teh! No, they aren't all gone yet.
 4. oh luy haey-iniw? Are (you) out of money?
 baat, m-tón oh luy' teh! No, (I) still have some left.
 5. oh sac haey-iniw? Is the meat all gone?
 baat, m-tón oh sac' teh! No, it's not all gone yet.
 6. oh menuh haey-iniw? Is that the last of the people?
 baat, m-tón oh menuh' teh! No, that isn't the last of them yet.

Drill C. Response

- MODEL: Teacher: aoy sac-koo khñom bey Can I have three kilos of
 kelou' moh. (me-kelou) beef? (one kilo)
Student: baat, khñom niw mian te Well, I only have one kilo
 me-kelou' teh! left.
1. aoy sac-koo khñom me-kelou' teh! Let me have a kilo of beef?
 (kelah kelou) (half a kilo)
 baat, khñom niw mian te kelah Well, I only have half a kilo
 kelou' teh! left.
 2. aoy sbaek-ceeŋ khñom bey kuu' Can you give me three pairs of
 moh. (mekuu) shoes? (one pair)
 baat, khñom niw mian te mekuu' teh! Well, I only have one pair left.
 3. aoy sephiw khñom bey' moh. Let me have three of the books?
 (muoy) (one)
 baat, khñom niw mian te muoy' teh! Well, I only have one left.
 4. aoy paom khñom pèam kelou' moh. Could I have five kilos of apples?
 (pii kelou) (two kilos)
 baat, khñom niw mian te pii Well, I only have two kilos left.
 kelou' teh!
 5. aoy luy khñom mepón' moh. Can you let me have a thousand
 (pèam róoy) (riels)? (500)
 baat, khñom niw mian te pèam Well, I only have five hundred
 róoy' teh! left.

- | | |
|---|--|
| 6. aoy byee khñom buon doop' moh.
(bey doop)
baat, khñom nıw mian te bey
doop' teh! | Give me four bottles of beer?
(three bottles)
Well, I only have three left. |
| 7. aoy kedah khñom bey selek' moh.
(me-selek)
baat, khñom nıw mian te me-selek'
teh! | Let me have three sheets of paper?
(one sheet)
Well, I only have one sheet left. |

Drill D. Transformation

- | | |
|--|---|
| MODEL: <u>Teacher</u> : khñom tẽw-kaa sac-koo
me-kelou! | I want a kilo of beef. |
| <u>Student</u> : aoy sac-koo khñom
me-kelou' moh. | Give me a kilo of beef. |
| 1. khñom tẽw-kaa sbaek-ceej mekuu!
aoy sbaek-ceej khñom mekuu' moh. | I want a pair of shoes.
Give me a pair of shoes. |
| 2. khñom tẽw-kaa sephiw bey!
aoy sephiw khñom bey' moh. | I want three books.
Give me three books. |
| 3. khñom tẽw-kaa paom peam kelou!
aoy paom khñom peam kelou' moh. | I want five kilos of apples.
Give me five kilos of apples. |
| 4. khñom tẽw-kaa luy mepon riel!
aoy luy khñom mepon riel' moh. | I want a thousand riels.
Give me a thousand riels. |
| 5. khñom tẽw-kaa byee buon doop!
aoy byee khñom buon doop' moh. | I want four bottles of beer.
Give me four bottles of beer. |
| 6. khñom tẽw-kaa kedah pii selek!
aoy kedah khñom pii selek' moh. | I want two sheets of paper.
Give me two sheets of paper. |

Drill E. Response.

- | | |
|---|--|
| MODEL: <u>Teacher</u> : mun-n slie?-pe? yeen
tẽw thee ey? (quut tik) | What must we do before
getting dressed? (bathe) |
| <u>Teacher</u> : mun-n slie?-pe? yeen
tẽw quut tik. | Before getting dressed we
must bathe. |
| 1. mun-n coul sok siem look tẽw
thee ey? (dae chlooj spian muoy)
mun-n coul sok siem look tẽw dae
chlooj spian muoy. | What must he do before entering
Thailand? (walk across a bridge)
In order to enter Thailand he must
walk across a bridge. |

- | | |
|---|--|
| 2. mun-n fiam baay look têu thee ey?
(liang day)
mun-n fiam baay look têu liang day. | What should he do before eating?
(wash hands)
Before eating he should wash his hands. |
| 3. mun-n tiw hien look têu thee ey?
(tiw psaa)
mun-n tiw hien look têu tiw psaa. | Before studying what must he do?
(go to market)
Before studying he must go to the market. |
| 4. mun-n lup muk look têu thee ey?
(doh thmifn)
mun-n lup muk look têu doh thmifn. | What should he do before washing his face? (brush teeth)
He should brush his teeth before washing his face. |
| 5. mun-n ceñ tiw sòk kèaw look têu thee ey? (ca? thnam)
mun-n ceñ tiw sòk kèaw look têu ca? thnam. | What does he have to do before going abroad? (get shots)
Before going abroad he has to get shots. |
| 6. mun-n coul meel kon look têu thee ey? (tiñ sebot)
mun-n coul meel kon look têu tiñ sebot. | What must he do before going in to see the show? (buy tickets)
He must buy tickets before going in to see the show. |
| 7. mun-n niyiey look têu thee ey? (kit)
mun-n niyiey look têu kit. | Before speaking, what should he do? (think)
Before speaking, he should think. |

Drill F. Response.

- | | |
|---|--|
| MODEL: <u>Teacher:</u> pemaan kelou tiet dol?
(pmmuoy) | How many more kilometers till (we) get there? (6) |
| <u>Student:</u> pmmuoy kelou tiet dol' eh. | Six more kilometers. |
| 1. pemaan menut tiet cop?
(mephey)
mephey menut tiet cop' eh. | How many more minutes till it's over? (20)
It'll be over in twenty minutes. |
| 2. pemaan thray tiet haey?
(bey)
bey thray tiet haey' eh. | How many more days before it's over? (3)
Three more days. |
| 3. pemaan né? tiet krup?
(pram)
pram né? tiet krup' eh. | How many more people still to come? (5)
Five more people and they'll all be here. |

- | | |
|---|--|
| 4. pemaan liit tiet piñ?
(dop)
dop liit tiet piñ' eh. | How many more litres before it's
full? (10)
Ten more litres. |
| 5. pemaan caan tiet c'aet?
(pii)
pii caan tiet c'aet' eh. | How many more bowls before you're
full? (2)
Two more bowls. |
| 6. pemaan khae tiet kót móa viñ?
(buon)
buon khae tiet kót móa viñ' eh. | How many more months before he'll
be back? (4)
He'll be back in four months. |

Drill G. Response.

MODEL: Teacher: aakehoom haey-ŋ aakhiew, Which is bigger, the red one
aanaa thom cian? (aakhiew) or the blue one? (blue one)
Student: aakhiew thom cian! The blue one is bigger.

- | | |
|---|--|
| 1. outoray nŋ atiah-phleer, aanaa
lien cian? (outoray)
outoray lien cian! | Which is faster, the diesel or
the steam train? (diesel)
The diesel is faster. |
| 2. pèa? haey-ŋ mieh, aanaa thlay
cian? (mieh)
mieh thlay cian! | Which costs more, silver or gold?
(gold)
Gold costs more. |
| 3. kadiyé? haey-ŋ liŋkon, aanaa
l'oo cian? (liŋkon)
liŋkon l'oo cian! | Which is better, a Cadillac or a
Lincoln? (Lincoln)
A Lincoln is better. |
| 4. somley haey-ŋ thmoo, aanaa thgún
cian? (thmoo)
thmoo thgún cian! | Which is heavier, cotton or stone?
(stone)
Stone is heavier. |
| 5. aatouc haey-ŋ aathom, aanaa l'oo
cian? (aatouc)
aatouc l'oo cian! | Which is better, the little one or
the big one?
The little one is better. |
| 6. aasoo haey-ŋ aakhmaw, aanaa cóp
cian? (aasoo)
aasoo cóp cian! | Which is more durable, the white one
or the big one? (little one)
The white one is more durable. |
| 7. memeln haey-ŋ mesaen, aanaa cèen
cian? (mesaen)
mesaen cèen cian! | Which is more, 10,000 or 100,000?
(100,000)
100,000 is more. |

Drill H. Response.

- MODEL: Teacher: khaaq-ceej haey-niq Which side is stronger, the
 khaaq-thbouj, khaaq-naa North or the South?
 khlaq ciag? (khaaq-thbouj) (the South)
Student: khaaq-thbuoj khlaq ciag! The South is stronger.
1. tehian haey-niq sivil, khaaq-naa Which side is preferable, the
 suol ciag? (sivil) military or civilian? (civilian)
 sivil suol ciag! The civilian (side) is preferable.
2. khaaq-lec haey-niq khaaq-kaet, Which side is stronger, the West
 khaaq-naa khlaq ciag? (khaaq-lec) or the East?
 khaaq-lec khlaq ciag! The West is stronger.
3. khaaq-nih haey-niq khaaq-nuh, Which side is more skillful, this
 khaaq-naa pekae ciag? (khaaq-nih) one or that one? (this side)
 khaaq-nih pekae ciag! This side is more skillful.
4. khaaq-chveej haey-niq khaaq-sdam, Which is more skillful, the left
 khaaq-naa pekae ciag? side or the right side?
 (khaaq-sdam) (right side)
 khaaq-sdam pekae ciag! The right side is more skillful.
5. khaaq-thbouj haey-niq khaaq-ceej, Which side has more troops, the
 khaaq-naa mian tehian ceen ciag? South or the North? (the North)
 (khaaq-ceej)
 khaaq-ceej mian tehian ceen ciag! The North has more troops.
6. khaaq-voppethoa haey-niq khaaq neyooabaay, khaaq-naa pebaa? ciag? Which is harder, cultural affairs
 (khaaq-neyooabaay) or political affairs?
 (political affairs)
 khaaq-neyooabaay pebaa? ciag! Political affairs are harder.

Drill I. Transformation

- MODEL: Teacher: aakhiew thom ciag The blue one is bigger than
 aakehoom! the red one.
Student: aakhiew haey-nq aakehoom, Which is bigger, the blue one
 aanaa thom ciag? or the red one?
1. outoray lien ciag atiah-phleej! The diesel is faster than the
 steam train.
 outoray haey-nq atiah-phleej, Which is faster, the diesel or
 aanaa lien ciag? the steam train?

- | | |
|---|---|
| 2. mieh thlay ciar pèa?
mieh haey-nq pèa?, aanaa thlay
ciar? | Gold is worth more than silver.
Which is worth more, gold or
silver? |
| 3. liŋkon l'oo ciar kadyé?
liŋkon haey-nq kadyé?, aanaa
l'oo ciar? | Lincolns are better than Cadillacs.
Which are better, Lincolns or
Cadillacs? |
| 4. thmoo thgún ciar somley!
thmoo haey-nq somley, aanaa
thgún ciar? | Stone is heavier than cotton.
Which is heavier, stone or cotton? |
| 5. aatouc l'oo ciar aathom!

aatouc haey-nq aathom, aanaa
l'oo ciar? | The little one is better than the
big one.
Which is better, the little one
or the big one? |
| 6. aasoo cóp ciar aakhmaw!

aasoo haey-nq aakhmaw, aanaa
cóp ciar? | The white one is firmer than the
black one.
Which is firmer, the white one or
the black one? |
| 7. mēsaen cēen ciar mēmēin!
mēsaen haey-nq mēmēin, aanaa
cēen ciar? | 100,000 is more than 10,000.
Which is more, 100,000 or 10,000? |

Drill J. Transformation.

MODEL: Teacher: aakhiew thom ciar
aakehoom! (touc)
Student: aakehoom touc ciar
aakhiew!

- | | |
|---|--|
| 1. outoray lien ciar atiah-phleeŋ!
(yit)
atiah-phleeŋ yit ciar outoray! | The diesel is faster than the
steam train. (slower)
The steam train is slower than
the diesel. |
| 2. mieh thlay ciar pèa?
(thaok)
pèa? thaok ciar mieh! | Gold is more expensive than silver.
(cheaper)
Silver is cheaper than gold. |
| 3. kadyé? thaok ciar liŋkon!
(thlay)
liŋkon thlay ciar kadyé? | Cadillacs are cheaper than Lincolns.
(more expensive)
Lincolns are more expensive than
Cadillacs. |

- | | |
|---|---|
| 4. thmoo thgún ciar somley!
(sraal)
somley sraal ciar thmoo! | Stone is heavier than cotton.
(lighter)
Cotton is lighter than stone. |
| 5. aatouc l'oo ciar aathom!
(akro?)
aathom akro? ciar aatouc! | The little one is better than the
big one. (worse)
The big one is worse than the
little one. |
| 6. aasoo cóp ciar aakhmaw!
(phoy)
aakhmaw phoy ciar aasoo! | The white one is firmer than the
black one. (less firm)
The black one is less firm than
the white one. |
| 7. mesaen cèen ciar mêmèin!
(tec)
mêmèin tec ciar mesaen! | 100,000 is more than 10,000.
(less)
10,000 is less than 100,000. |

Drill K. Response.

- | | |
|--|---|
| MODEL: <u>Teacher:</u> koun seh pii né? ' nuh,
mené?-naa ceh ciar?
(mené?-nih) | Of those two student , which
one is smarter?
(this one) |
| <u>Student:</u> baat, mené?-nih ceh ciar! | This one is smarter. |
| 1. look soj pii oñ' nuh, oñ-naa
cah ciar? (oñ-nih)
baat, oñ-nih cah ciar! | Of those two monks, which one is
older? (this one)
This one is older. |
| 2. byee pii doop' nuh, doop-naa
chrañ ciar? (doop-nih)
baat, doop-nih chrañ ciar! | Of those two bottles of beer, which
is better-tasting? (this one)
This one is better-tasting. |
| 3. kedah pii selek' nuh, selek-naa
sdaej ciar? (selek-nih)
baat, selek-nih sdaej ciar! | Of those two sheets of paper, which
one is thinner? (this one)
This one is thinner. |
| 4. sbaek-ceej pii kuu' nih, kuu-naa
l'oo ciar? (kuu-nih)
baat, kuu-nih l'oo ciar! | Of those two pairs of shoes, which
is better? (this pair)
This pair is better. |
| 5. sephiw pii' nuh, aanaa thaok
ciar? (aanih)
baat, aanih thaok ciar! | Of those two books, which one is
cheaper? (this one)
This one is cheaper. |

UNIT 39

BASIC DIALOGUE

- | | |
|--|--|
| 1. laan khñom m chh, pehael oh akuy' eh. | <u>Driver</u>
My car won't start-- the battery must be run down. |
| 2. mec baan-te look thaa ñceŋ? | <u>Friend</u>
Why do you say that? |
| 3. baan-te khñom thaa ñceŋ, púh faa m chh,, siflee m lli,, raadyou m chh.. | <u>Driver</u>
The reason I say that is because the lights won't go on, the horn won't sound, and the radio won't go on. |
| 4. ñceŋ pehael oh akuy meen' eh. | <u>Friend</u>
Then I guess it really is run down. |
| 5. nih' e, laan khñom' e. | <u>Driver</u>
Here's my car. |
| 6. meel deemare1' meeh. | <u>Friend</u>
Try the starter once. |
| 7. m chh' teh! tól-te róo ciaŋ' eh. | <u>Friend</u>
It doesn't start. Have to find a mechanic (before it will). |
| 8. coh teróo ciaŋ inaa' tiw? | <u>Driver</u>
Well where can we find a mechanic? |
| 9. baat, mian garaah muoy niw cit vót peloom. | <u>Friend</u>
There's a garage near Wat Pralome. |
| 10. coh haw kee móo pechh mephleet, baan' teh? | <u>Driver</u>
Could we ask them to come and start it up? |
| 11. mian ey? | <u>Friend</u>
Sure, why not. |
| 12. kee yóo pemaan' tiw. | <u>Driver</u>
How much will they charge for it? |
| 13. baat, thómedaa meróoy haasep'm. | <u>Friend</u>
Normally it's a hundred and fifty. |

Driver

14. អ៊ីចេ លុក គួន ក្នុង ភ្នំ ភ្នំ ភ្នំ
មេផ្កាត, បាង តេ?

Then would you mind taking me
there?

Friend

15. ម៉ាន ឲ្យ?

Why not?

DIALOGUE FOR COMPREHENSION

né? baek-laanpuo?-maa?

1. laan khñom min chh. prohael
oh aakuy haey.

2. mec baan-tae look thaa eñcey?

3. baan-tae khñom thaa eñcey, pruh
faa min chh, siiflee min lli,
raadyou min chh.

4. eñcey prohael oh aakuy meen haey.

5. nih laan khñom.

6. meel deemaree meel.

8. coh tiw roo? ciay aenaa tiw?

7. min chh tee. tol-tae roo?
ciay haey.

9. mian garaa muoy niw cit vot
proloom.

10. coh haw kee moo? boñchh mephleat
baan tee?

11. mian ey?

12. kee yoo? ponmaan tiw?

13. baat, thommedaa merooy haasep.

14. eñcey look cuun khñom tiw mephleat
baan tee?

15. mian ey?

NOTE: Two-Clause Constructions

The drills of this unit emphasize sequences of two clauses forming a single sentence construction. Such sequences are characterized by conjunctions or other signals (such as modifiers referring to time or cause and effect) in the first clause, in the second clause, or in both clauses. Other sequences have no conjunction or other signal in either clause-- in such cases, the clauses are bound together by intonation alone. Below are the patterns, with a key to the Basic Sentences and Drills in which they occur.

Drill

A, B

1. laan khñom m chh, pehael oh akuy' eh.

'My car won't start-- the battery must be dead.'

No conjunction, time, or cause-and-effect word; connection made by intonation only. Note that the association of the two clauses is closer in Drill B. than in Drill A, where the first clause ends in /teh/.

C, D.

3. baan-te khñom thaa ficeŋ, púh faa m cheh!'The reason I say that is because the lights won't go on.'

Two conjunctions, one in each clause, closely related in meaning. This example represents the most tightly-knit type of two-clause construction. Note also that there is no /teh/ at the end of the second clause.

E, F, I.

7. m cheh' teh! tól-te róa cian' eh.'It won't start unless we find a mechanic!(It won't start-- we'll have to find a mechanic.)

The conjunction /tól-te/ (/tól-tæ/) in the second clause makes the only connection.

F. (Student's response)

khñom pah' eh, niw-te m tɛŋ.'I patched (the tire) already, (but) it's still not full.

Opposition of the antonyms /eh/ (/haey/) 'already' at the end of the first clause with /niw-te/ (/niw-tæ/) 'still' at the beginning of the second clause makes the connection, although neither item is a conjunction.

G. (Student's response)

coh, oy kee mepah, kee yóo pəmaan' tiw?'Well the, if they come patch it up, how much will they charge?'(How much will it cost to have them come patch it up?)

Here, /oy/ is not a conjunction, in the strictest sense, but has the force of one in connection with the intonation linkage of the two clauses. Note the two possibilities of translation into English.

J. (Student's response)

laan khñom douc-cia oh akuy' eh, baan-cia m cheh'ŋ.'My car must have a run-down battery so that (as a result of which) it doesn't start!'

The combination of pre-verbal /douc-cia/ 'apparently' and the conjunction /baan-cia/ gives almost the reverse image of the combination /baan-te/ and /puh/ which you encountered in Drills C and D.

NEW VOCABULARY: Automobile TermsNouns

laan	car, spring (watch)
motou	motorbike; motor
koŋ	bicycle; wheel
sikhlou	cyclo, pedicab
masin (masiin)	engine, machine
sikhlou masin	motor-cyclo
raadyou	radio
nialikaa	watch, clock
garaah (garaaž)	garage
phleeŋ	fire, electricity
akuy (aakuy)	electricity
thuŋ	tank, bucket
thuŋ tik	radiator
thuŋ akuy, akuy	battery (car)
pil (piil)	battery (small)
faa	lamp, headlight
siflee (saphlee)	horn
deemare1	starter
konta?	contact, ignition
freŋ (fraŋ)	brakes
ambreyaah	clutch
pil day	flashlight
freŋ day	hand-brake
freŋ ceeŋ	foot-brake
pèeŋ (preeŋ)	petroleum, oil
pèeŋ saŋ, saŋ	gasoline
ciaŋ	artisan, mechanic (expert with hands)

Verbs and Adjectives

baek laan	drive a car
oh	out of, used up, run down
sop koŋ	inflate a tire
thé? sikhlou	peddle a cyclo
pdou	to exchange
pdou masin	change engines
pelut (póolut)	to disconnect
pelut masin	turn off the motor

thee laeŋ thmey	to repair (general)
cheh	to burn, light, go on
pecheh (boñcheh)	to (cause to) burn, etc.
pah koŋ	patch a tire
bmpiñ (bompifi)	to fill up
šaažee	to charge (electricity)
teŋ	firm, full, inflated
phlii	bright, lit up
lii	loud, to sound
sùol (sruol)	easy, smooth
baek kanta?	turn on ignition
thé? frəŋ	step on the brakes
khouc	broken, lost, not operating
baek	broken, smashed, punctured
dae	to run, operate right
dac	broken by separation
thaem	to add
ruñ	to pull
teen	to push
tiw muk	to go forward
thooy kooy (kraoy)	to back up

DRILLS

Drill A. Substitution

- | | |
|---|--|
| 1. laan khñom m cheh' teh,
pehael khouc' eh. | My car won't start-- it must be
broken. |
| 2. laan khñom m cheh' teh,
pehael <u>oh akuy'</u> eh. | My car won't start-- <u>the battery</u>
must be <u>run down</u> . |
| 3. <u>motou</u> khñom m cheh' teh,
pehael oh akuy' eh. | My <u>motorbike</u> won't start-- the
battery must be run down. |
| 4. motou khñom m cheh' teh,
pehael <u>oh saŋ'</u> eh. | My motorbike won't start-- it
must be <u>out of gas</u> . |
| 5. motou khñom m <u>tiw muk'</u> teh,
pehael oh saŋ' eh. | My motorbike won't <u>go forward</u> --
it must be out of gas. |
| 6. <u>laan</u> khñom m tiw muk' teh,
pehael oh saŋ' eh. | My <u>car</u> won't go forward-- it must
be out of gas. |

7. laan khñom m tiw muk' teh,
pehael khouc' eh.

My car won't go forward-- it
must be broken.

8. laan khñom m cheh' teh,
pehael khouc' eh.

My car won't start-- it must be
broken.

Drill B. Response

MODEL: Teacher: laan khñom m cheh!
(oh akuy)

My car won't start.
(battery run down)

Student: laan khñom m cheh,
pehael oh akuy' eh.

My car won't start-- the
battery must be run down.

1. laan khñom m tiw muk!
(oh saŋ)
laan khñom m tiw muk, pehael
oh saŋ' eh.

My car won't go forward.
(out of gas)
My car won't go forward-- it must
be out of gas.

2. raadyou khñom m cheh!
(oh pil)
raadyou khñom m cheh, pehael
oh pil' eh.

My radio won't come on.
(battery dead)
My radio won't come on-- the
battery must be dead.

3. koŋ laan khñom m teŋ!
(baek)
koŋ laan khñom m teŋ, pehael
baek' eh.

My car-tire isn't inflated.
(punctured)
My tire is low-- it must be
punctured.

4. faa khñom m phlii!
(dac)
faa khñom m phlii, pehael
dac' eh.

My headlights don't go on.
(disconnected)
My headlights don't go on-- they
must be disconnected.

5. siflee khñom m lii! (oh phleəŋ)
siflee khñom m lii, pehael oh
phleəŋ' eh.

My horn doesn't sound. (no juice)
My horn doesn't sound-- it must
not be getting any juice.

6. nialikaa khñom m daə!
(oh laan)
nialikaa khñom m daə, pehael
oh laan' eh.

My watch won't run.
(spring worn out)
My watch won't run-- the spring
must be worn out.

MODEL: <u>Teacher:</u> laan khñom oh akuy' eh. (m chəh)	My car's battery is run down. (won't start)
<u>Student:</u> baan-tə khñom thaa ñceŋ, púh via m chəh!	The reason I say that is that it won't start.
1. laan khñom oh saŋ' eh. (m tɪw muk)	My car's out of gas. (won't go forward)
baan-tə khñom thaa ñceŋ, púh via m tɪw muk!	The reason I say that is that it won't go forward.
2. raadyou khñom oh pil' eh. (m chəh)	My radio battery is run down. (won't come on)
baan-tə khñom thaa ñceŋ, púh via m chəh!	The reason I say that is that it won't come on.
3. kəŋ laan khñom bæc' eh. (m tɛŋ)	My car-tire is punctured. (not inflated)
baan-tə khñom thaa ñceŋ, púh via m tɛŋ!	The reason I say that is that it's not inflated.
4. faa khñom dac' eh. (m phlii)	My lights are broken. (won't go on)
baan-tə khñom thaa ñceŋ, púh via m phlii!	The reason I say that is that they won't go on.
5. nialikaa khñom oh laan' eh. (m daə)	My watch-spring is worn out. (won't run)
baan-tə khñom thaa ñceŋ, púh via m daə!	The reason I say that is that it won't run.

MODEL: <u>Teacher:</u>	laan khñom oh akuy' eh. (m chəh) baan-tə khñom thaa ñceŋ, púh via m chəh!	My car's battery is run down. (won't start) The reason I say that is that it won't start.
<u>Student:</u>	ñceŋ pehael oh akuy meən' eh.	Then it really must be run down.
1. laan khñom oh saŋ' eh. (m tiw muk) baan-tə khñom thaa ñceŋ, púh via m tiw muk! ñceŋ pehael oh saŋ meən' eh.	My car's out of gas. (won't go forward) The reason I say that is that it won't go forward. Then it really must be out of gas.	

2. raadyou khñom oh pil' eh.
(m cheh)
baan-te khñom thaa ñceŋ, púh
via m cheh!
ñceŋ pehael oh pil meen' eh.
3. koŋ laan khñom baek' eh.
(m teŋ)
baan-te khñom thaa ñceŋ? púh
via m teŋ!
ñceŋ pehael baek meen' eh.
4. faa khñom dac' eh. (m phlii)
baan-te khñom thaa ñceŋ, púh
via m phlii!
ñceŋ pehael dac meen' eh.
5. nialikaa khñom oh laan' eh.
(m dae)
baan-te khñom thaa ñceŋ, púh
via m dae!
ñceŋ pehael oh laan meen' eh.

- My radio battery is run down.
(won't come on)
The reason I say that is that it
won't come on.
Then it really must be run down.
- My car-tire is punctured.
(not inflated)
The reason I say that is that
it's not inflate.
Then it really must be punctured.
- My lights are broken. (won't go on)
The reason I say that is that
they won't go on.
Then it really must be broken.
- My watch-spring is worn out.
(won't run)
The reason I say that is that
it won't run.
Then the spring really must be
worn out.

Drill E. Response

MODEL: Teacher: m cheh' teh!
(róo ciaŋ)
Student: baat, pehael m cheh'
teh, tól-te róo
ciaŋ' eh.

It won't start.
(find a mechanic)
It won't start unless we
find a mechanic.

1. m teŋ' teh! (pah)
baat, pehael m teŋ' teh,
tól-te pah' eh.
2. m sùol' teh! (thaem pèeŋ)
baat, pehael m sùol' teh, tól-te
thaem pèeŋ' eh.
3. m lien' eh! (pdou masin)
baat, pehael m lien' eh, tól-te
pdou masin' eh.
4. m cheh' teh! (šaažee akuy)
baat, pehael m cheh' teh, tól-te
šaažee akuy' eh.

- It won't inflate. (patch it)
It won't inflate until it's
patched.
- It's not smooth. (add oil)
It won't be smooth until we add
oil.
- It's not fast. (change engine)
It won't be fast unless we change
the engine.
- It won't start. (charge the battery)
It won't start until we charge the
battery.

5. m tiw' teh! (ruñ)
 baat, pehael m tiw' teh, tól-te
 ruñ' eh.
6. m chup' eh! (pelut masin)
 baat, pehael m chup' eh, tól-te
 pelut masin' eh.
7. m cheh' teh! (baek konta?)
 baat, pehael m cheh' teh, tól-te
 baek konta? ' eh.

It won't go. (push it)
 It won't go unless we push it.

It won't stop. (turn off engine)
 It won't stop until you turn off
 the engine.

It won't start. (turn on ignition)
 It won't start unless you turn
 on the ignition.

Drill F. Transformation and Response

MODEL: Teacher: m teq' teh!
 baat, m teq' teh,
 tól-te pah' haey.
Student: baat, khñom pah' eh,
 niw-te m teq.

It won't inflate.
 It won't inflate until it's
 patched.
 Well I patched it, and it
 still won't inflate.

1. m sùol' eh!
 baat, m sùol' eh, tól-te thaem
 pèeq' eh.
 baat, khñom thaem pèeq' eh,
 niw-te m sùol.
2. m lien' eh!
 baat, m lien' eh, tól-te
 pdou masin' eh.
 baat, khñom pdou masin' eh,
 niw-te m lien.
3. m cheh' teh!
 baat, m cheh' teh, tól-te šaažee
 akuy' eh.
 baat, khñom šaažee akuy' eh,
 niw-te m cheh'ŋ.
4. m tiw' teh!
 baat, m tiw' teh, tól-te ruñ' eh.
 baat, khñom ruñ' eh, niw-te m tiw.

It doesn't run smooth.
 It won't run smooth until we
 add oil.
 Well, I added oil, and it still
 doesn't run smooth.

It won't go fast.
 It won't go fast unless we change
 the engine.
 Well, I changed the engine, and
 it still won't go fast.

It won't start.
 It won't start until the battery
 is charged.
 Well, I charged the battery, and
 it still won't start.

It won't go.
 It won't go unless we push it.
 Well, I pushed it, and it still
 won't go.

5. m chup' eh!
 baat, m chup' eh, tól-te pelut
 masin' eh.
 baat, khñom pelut masin' eh,
 niw-te m chup'm.

It won't stop.
 It won't stop until you turn off
 the engine.
 Well, I turned off the engine,
 and it still won't stop.

6. m cheh' teh!
 baat, m cheh' teh, tól-te
 baek konta' eh.
 baat, khñom baek konta' eh,
 niw-te m cheh'ŋ.

It won't start.
 It won't start until you turn
 on the key.
 Well, I turned on the key, and
 it still won't start.

Drill G. Response

- MODEL: Teacher: m tɛŋ' teh' (pah)
Student: coh, oy kee mɛpah, kee
 yóo pɛmaan' tiw?

It won't inflate.
 Well, how much will it cost
 to have them come and patch
 it?

1. m suól' eh' (thaem pèeŋ)
 coh, oy kee mɛthaem pèeŋ, kee
 yóo pɛman' tiw?

It doesn't run smooth. (add oil)
 Well, how much will it cost to
 have them come and add oil?

2. m lien' eh' (pdou masin)
 coh, oy kee mɛ-pdou masin, kee
 yóo pɛmaan' tiw.

It doesn't run fast.
 (change the engine)
 Well, how much will it cost to
 have them come and change the
 engine?

3. m cheh' teh' (šaažee akuy)
 coh, oy kee mɛšaažee akuy, kee
 yóo pɛmaan' tiw?

It won't start. (charge the battery)
 Well, how much will it cost to have
 them come and charge the battery?

4. m tiw' teh' (ruñ)
 coh, oy kee mɛruñ, kee yóo
 pɛmaan' tiw.

It won't go. (push)
 Well, how much will it cost to
 have them come and push it?

5. m chup' teh' (pelut masin)
 coh, oy kee mɛpelut masin, kee
 yóo pɛmaan' tiw?

It won't stop. (turn off the engine)
 Well, how much will it cost to have
 them come and turn off the engine?

6. m cheh' teh' (baek konta')
 coh, oy kee mɛbaek konta' ŋ, kee
 yóo pɛmaan' tiw?

It won't start. (open the switch)
 Well, how much will it cost to
 have them come and open the
 switch?

Drill H. Substitution

- | | |
|---|--|
| 1. coh haw kee móo petchh mephleest,
baan' eh? | Well, could we call them to come
and start it? |
| 2. coh haw kee móo <u>pah</u> mephleest,
baan' eh? | Well, could we call them to come
and <u>patch it</u> ? |
| 3. <u>ñcəŋ look cuoy</u> pah mephleest,
baan' eh? | <u>Then could you help me</u> to patch
it? |
| 4. ñcəŋ look cuoy <u>ruñ</u> mephleest,
baan' eh? | Then could you help me to <u>push it</u> ? |
| 5. ñcəŋ look cuoy <u>pdou masin</u> mephleest,
baan' eh? | Then could you help me to <u>change</u>
<u>the engine</u> ? |
| 6. <u>coh haw kee móo</u> pdou masin mephleest,
baan' eh? | <u>Well, could we call them to come</u>
<u>and</u> change the engine? |
| 7. coh haw kee móo <u>thaəm pèen</u>
mephleest, baan' eh? | Well, could we call them to come
and <u>add some oil</u> ? |
| 8. coh haw kee móo <u>šaažee akuy</u>
mephleest, baan' eh? | Well, could we call them to come
and <u>charge the battery</u> ? |
| 9. coh haw kee móo <u>petchh</u> mephleest,
baan' eh? | Well, could we call them to come
and <u>start it</u> ? |

Drill I. Response.

- | | |
|---|--|
| MODEL: <u>Teacher</u> : meel deemareɪ' meeh.
(m chəh' teh, róo ciəŋ) | Try the starter once.
(won't start, find a mechanic) |
| <u>Student</u> : m chəh' teh, tól-tə róo
ciəŋ' eh. | It won't start-- we'll have to
find a mechanic. |
| 1. meel saŋ' meeh.
(oh haey, thaəm)
oh haey, tól-tə thaəm' eh. | Take a look at the gas.
(all gone, add)
It's all gone-- we'll have to
add some. |
| 2. meel koŋ' meeh.
(m təŋ' teh, pah)
m təŋ' teh, tól-tə pah' eh. | Take a look at the tire.
(not inflated, patch)
It's not inflated-- we'll have
to patch it. |
| 3. meel frəŋ' meeh.
(khouc' eh, róo ciəŋ)
khouc' eh, tól-tə róo ciəŋ' eh. | Try the brakes once.
(don't work, call mechanic)
They don't work-- we'll have to
call a mechanic. |

4. meel raadyou' meeh.
 (oh pil' eh, róo ciang)
 oh pil' eh, tól-tè róo ciang' eh.

Try the radio once.
 (battery dead, call a mechanic)
 The battery's dead-- we'll have to
 call a mechanic.

5. meel faa' meeh.
 (m phlii' teh, pdou)
 m phlii' teh, tól-tè pdou' eh.

Try the lights once.
 (don't light, change)
 The lights don't light-- we'll
 have to change them.

6. meel motou' meeh.
 (m sùol' eh, thaem pèeng)
 m sùol' eh, tól-tè thaem pèeng' eh.

Try the motor.
 (not smooth, add oil)
 It's not smooth-- we'll have to
 add some oil.

7. meel siflee' meeh.
 (m lli' teh, róo ciang)
 m lli' teh, tól-tè róo ciang' eh.

Try the horn once.
 (doesn't sound, call a mechanic)
 It doesn't sound-- we'll have to
 call a mechanic.

Drill J. Transformation.

MODEL: Teacher: laan khñom m cheh' pehael
 oh akuy' eh.

My car won't start. The
 battery must be run down.

Student: laan khñom douc-cia oh
 akuy' eh, baan-cia m
 cheh'ng.

My car's battery must be run
 down, and that's why it
 won't start.

1. laan khñom m tiw muk! pehael
 oh saŋ' eh.
 laan khñom douc-cia oh saŋ' eh,
 baan-cia m tiw muk'ng.

My car won't go forward. It must
 be out of gas.
 My car must be out of gas, and
 that's why it won't go forward.

2. raadyou khñom m cheh' pehael
 oh pil' eh.
 raadyou khñom douc-cia oh pil'
 eh, baan-cia m cheh'ng.

My radio won't come on. The
 battery must be dead.
 My radio's battery must be dead,
 and that's why it won't come on.

3. faa khñom m phlii' pehael
 cah' haey.
 faa khñom douc-cia cah' eh,
 baan-cia m phlii.

My lights aren't bright. They
 must be old (burning out).
 My lights must be burning out,
 and that's why they aren't bright.

4. siflee khñom m lli! pehael
cah' haey.
siflee khñom douc-cia cah' eh,
baan-cia m lli.

My horn isn't loud. It must be
old. (wearing out)
My horn must be wearing out, and
that's why it isn't loud.

5. nialikaa khñom m dae! pehael
oh laan' eh.
nialikaa khñom douc-cia oh laan'
eh, baan-cia m dae.

My watch doesn't run. The spring
must be worn out.
My watch-spring must be wearing
out, and that's why it doesn't
run.

UNIT 40

NARRATION

(In literary style)

1. chnam tiw, khñom baan thvæ dæmnae cumviñ piiphup look.
2. khñom ceñ pii vaasentaon thray tii-muoy, khae viccekaa.
3. pii vaasentaon tiw ñiw yóok, khñom ciñ rotiah-phlæñ.
4. khñom chup niw ñiw yóok methray.
5. thray bontóp, khñom koo læñ kpal-hoh chpúh tiw tii-kroñ loñ.

1. Last year, I made a trip around the world.
2. I left Washington on the first of November.
3. From Washington to New York, I rode the train.
4. I stopped over in New York for a day.
5. The next day, I got on the plane for London.

- - - - -

6. kpal-hoh dael khñom ciñ tiw loñ thom nah.
7. kee mian boñcañ kon aoy mæel phooñ, niw peel kpal-hoh kompúñ hoh.
8. tiw dól loñ, khñom koo pdou tiw kpal-hoh muoy tiet ræboh krom-hun ea frøñ.
9. dæmnae pii loñ tiw parii chap nah. oh peel tæ mæmaoñ tee.

6. The plane that I rode to London was a very big one.
7. They showed movies for us to see, too, while the plane was in flight.
8. On arriving in London, I transferred to another plane belonging to the Air France (Company).
9. The trip from London to Paris was very quick. It took only an hour.

- - - - -

10. bæy thray kraoy móo?, khñom træw thvæ dæmnae væñ nah, kii pii parii tiw phnum piñ.
11. kpal hoh dael khñom ciñ tiw phnum piñ chup tæ pii dæmna? tee, kii ataen ha hæy-niñ kaarachii.
12. khñom ot mian dou kpal-hoh tee.
13. luh khñom tiw dól poocentoñ, khñom khmian khæñ né?-naa móo? tætuol khñom tee.
14. doucchneñ hæy, khñom træw ciñ laan chnuol tiw phnum piñ.
15. luh tiw dól phnum piñ, khñom koo ciñ sikhloñ tiw phtéh khñom.

10. Three days later, I had to make a very long journey-- from Paris to Phnom Penh.
11. The plane that I rode to Phnom Penh only made two stops-- at Athens and Karachi.

12. I didn't change planes at all.
13. When I arrived at Pochentong (Airport), I didn't see anyone there to meet me.
14. So I had to ride the bus into Phnom Penh.
15. When I got into Phnom Penh, I took a cyclo to my house.

- - - - -

16. khñom chup leej niw phnum piñ cian pii aatit.
17. khñom cap thvæe domnae móo? saha?rót amerik viñ thñay tii-məphey, khae ddael.
18. khñom chup niw hoŋ-koŋ pii thñay, haey-niŋ niw havay beŋ thñay.
19. khñom móo? dol vaasentaon thñay məphey-prambuon, khae viccekaa.
20. khñom coh niw vial kpal-hoh dulles.
21. vial kpal-hoh nih l'oo nah, haey taam khñom smaen, cia vial kpal-hoh
l'oo cian kee khnoŋ piiphup look.
22. nih cia domnae muoy rebəh khñom, dael khñom min aac bomphlic baan.

16. I stayde in Phnom Pen for more than two weeks.
17. I began the trip back to the United States on the 20th of the same month.
18. I stopped over in Hong Kong for two days, and in Hawaii for three days.
19. I arrived in Washington on the 29th of November.
20. I got off at Dulles Airport.
21. This airport is a very beautiful one-- in my opinion, the most beautiful
one in the world.
22. This was one trip of mine that I am not likely to be able to forget.

NOTE: Question-Words and Conjunctions

In this unit we review the subject of question-words (interrogative words), conjunctions, and their relationship with each other. Read the original note on question-words in Unit 16, the special treatment of /naa/ in Unit 27, and of /naa/ as a demonstrative in Unit 38 (Note 3). Review the discussion of time-words (Unit 30) and conjunctions (Unit 32).

Question-words frequently enter into constructions with negatives, with the English translation nearly always being 'nothing, nowhere, nobody,' etc. Similarly, when question-words precede certain conjunctions, especially /koo/, the effect is 'anything, anywhere, anybody.' Examples of both kinds of construction:

Negatives: m ey' teh! (min ey tee.)

'It's nothing. (Never mind. Don't mention it.)

khmian nənaa niw phtəh' teh!

'There was nobody at home.'

min-ce lien pəmaan' teh!

'It's to no extent fast. (It's not very fast at all.)

they m mian?

'Of course there are some. (Why wouldn't there be any?)

Conjunctions: theə ɛy kə baan' daɛ.

'(You) can do anything (you like).'

nənaa kə baan.

'Anybody will do.'

look cəŋ tiw naa, kee kə naɛ-nóm look.

'Anywhere you want to go, they'll advise you about it.'

Note, however, that when the question intonation occurs on the end of the sentence, the whole sentence is a question, even when a conjunction is present (question-word and conjunction underlined in the examples):

mɛc baan-tə look thaə ñcəŋ?

'Why do you say a thing like that?'

ponmaan maŋ baan dɔl?

'How long does it take to get there?

The four basic question-words in Cambodian, /ɛy, naa, pəmaan, mɛc/, all occur both alone and in compounds and derivatives. Following is a summary of the question-words, with English meanings given to cover cases like the above for the four main items, and the principal derivatives also listed.

1. ɛy (ɔvɛy) 'what, something, anything, nothing'

sʔɛy (cia-ɛy)	'what'	mian ɛy	'sure, why not'
they (theə-ɛy)	'why'		
2. naa 'where, somewhere, anywhere, nowhere; which, either, neither'

inaa (aɛnaa)	'where'	nənaa (néʔ-naa)	'who'
yaan-naa	'how, what kind'	kaalnaa	'when'
tenaa (tiw naa)	'where to'	ŋkaal	'when'
3. pəmaan (ponmaan) 'how many, how much, any amount, some amount, none'

tii-pəmaan (tii-ponmaan)	'which in a series'
--------------------------	---------------------
4. mɛc (mədɛc) 'how, why, somehow, anyhow, any way, no way'

yaan-mɛc	'how'	thaə mɛc	'in what words'
mɛc baan-tə	'why, how come'		
(mɛc baan-cia)			

NEW VOCABULARY: Months

Names for the months of the year in Cambodian exist in three varieties: 1) numbering systems, 2) names derived from the French names for months, and 3) official names for the months, ultimately derived from Sanskrit and Pali names. The first two kinds of names are subject to considerable variation--the numbering systems start at different points of departure (not always in January, and not always on the first day of the Western calendar), and the French names vary widely in pronunciation, depending mainly on how well the speaker knows French and who he first learned the names from. The official names of months are more stable, both as to reference and pronunciation, but they have only recently been introduced and at present there are still many Cambodian speakers who have never heard of them.

The official names, with current standard pronunciation, are listed below.

mé'kəraa	January	kakkədaa	July
komphe'	February	səyhaa	August
minaa (mi'nia)	March	kañña	September
meesaa	April	tollaa (to'laa)	October
ohsephia	May	viccəkaa	November
mitthonaa	June	thnuu	December

DRILLS

Drill A. Substitution

- | | |
|---|--|
| 1. chnam tiw, khñom baan theə dōmnae
cumviñ piiphup look! | Last year I took a trip around
the world. |
| 2. chnam tiw, khñom baan theə dōmnae
<u>tiw pèy-ṅkóo!</u> | Last year I took a trip <u>to</u>
<u>Saigon.</u> |
| 3. chnam tiw, khñom baan <u>cuun kee</u>
<u>tiw pèy-ṅkóo!</u> | Last year I <u>took them</u> to Saigon. |
| 4. chnam tiw, <u>look baan</u> cuun kee
<u>tiw pèy-ṅkóo!</u> | Last year <u>you</u> took them to Saigon. |
| 5. chnam tiw, look baan <u>theə dōmnae</u>
<u>tiw pèy-ṅkóo!</u> | Last year you <u>took a trip</u> to
Saigon. |
| 6. chnam tiw, <u>khñom baan</u> theə dōmnae
<u>tiw pèy-ṅkóo!</u> | Last year <u>I</u> took a trip to Saigon. |
| 7. chnam tiw, khñom baan theə dōmnae
<u>cumviñ piiphup look!</u> | Last year I took a trip <u>around</u>
<u>the world.</u> |

- | | |
|---|--|
| 3. khñom cẽñ pii vaasentaon mənə́
aɛŋ!
look cẽñ pii vaasentaon cəmuoy
nənəa? | I left Washington alone.

Who did you leave Washington
with? |
| 4. khñom cẽñ pii vaasentaon taam
atiah-phlɛɛŋ!
look cẽñ pii vaasentaon taam ɛy? | I left Washington by train.

How (by what) did you leave
Washington? |
| 5. khñom cẽñ pii vaasentaon taam
phlɛw leek səsɛp!
look cẽñ pii vaasentaon taam phlɛw
leek pəmaən? | I left Washington by Route 40.

By what route did you leave
Washington? |

Drill D. Substitution

- | | |
|--|--|
| 1. khñom cẽñ pii vaasentaon thɔay
tɪi-muoy, khaɛ viccəkəa! | I left Washington on the first
of November. |
| 2. khñom cẽñ pii <u>ñiw yóok</u> thɔay
tɪi-muoy, khaɛ viccəkəa! | I left <u>New York</u> on the first of
November. |
| 3. <u>look</u> cẽñ pii vaasentaon thɔay
tɪi-muoy, khaɛ viccəkəa! | <u>You</u> left New York on the first
of November. |
| 4. look cẽñ pii <u>ñiw yóok</u> thɔay
tɪi-muoy, khaɛ <u>thnuu</u> ! | You left New York on the first
of <u>December</u> . |
| 5. look cẽñ pii <u>ñiw yóok</u> thɔay
<u>tɪi-pram</u> , khaɛ thnuu! | You left New York on the <u>fifth</u>
of December. |
| 6. <u>khñom</u> cẽñ pii <u>ñiw yóok</u> thɔay
tɪi-pram, khaɛ thnuu! | <u>I</u> left New York on the fifth of
December. |
| 7. khñom cẽñ pii <u>ñiw yóok</u> thɔay
tɪi-pram, khaɛ <u>viccəkəa</u> ! | I left New York on the fifth of
<u>November</u> . |
| 8. khñom cẽñ pii <u>vaasentaon</u> thɔay
tɪi-pram, khaɛ viccəkəa! | I left <u>Washington</u> on the fifth
of November. |
| 9. khñom cẽñ pii vaasentaon thɔay
<u>tɪi-muoy</u> , khaɛ viccəkəa! | I left Washington on the <u>first</u>
of November. |

7. atiah-phleeŋ dael khñom cih tiw
loŋ, væŋ' nah.
8. atiah-phleeŋ dael khñom cih tiw
loŋ, lien' nah.
9. kpal-hoh dael khñom cih tiw loŋ,
lien' nah.
10. kpal-hoh dael khñom cih tiw loŋ,
thom' nah.

The train that I took to London
was a very long one.

The train that I took to London
was a very fast one.

The plane that I took to London
was a very fast one.

The plane that I took to London
was a very big one.

Drill G. Response

MODEL: Teacher: kee thee ey niw peel
kpal-hoh kepúŋ hoh?
(pecaŋ kon)
Student: kee pecaŋ kon niw peel
kpal-hoh kepúŋ hoh!

What do they do while the
plane is in flight?
(show movies)

They show movies while the
plane is in flight.

1. khñom thee ey niw peel kpal-hoh
kepúŋ hoh? (keeg)
khñom keeg niw peel kpal-hoh
kepúŋ hoh!

What do I do while the plane is
in flight? (sleep)
I sleep while the plane is in
flight.

2. khñom thee ey niw peel look kepúŋ
ñam baay? (telefoun)
khñom telefoun niw peel look kepúŋ
ñam baay!

What do I do while you're eating?
(telephone)
I telephone while you're eating.

3. seret thee ey niw peel khñom kepúŋ
rien? (ŋuut tik)
seret ŋuut tik niw peel khñom
kepúŋ rien!

What does Sareth do while I'm
studying? (take a shower)
Sareth takes a shower while I'm
studying.

4. koun seh thee ey niw peel kruu
boŋrien kepúŋ niyiey!
(meel sephiw)
koun seh meel sephiw niw peel
kruu boŋrien kepúŋ niyiey!

What do the students do while
the teacher is talking?
(look at their books)
The students look at their books
while the teacher is talking.

MODEL:	<u>Teacher:</u>	khmian nenea kee móo tetuol khñom! (cih laan chnuol tiw phnum piñ)	Nobody came to meet me. (take the bus into Phnom Penh)
	<u>Student:</u>	khmian nenea kee móo tetuol khñom! doucchneh haey, khñom trew cih laan chnuol tiw phnum piñ!	Nobody came to meet me, so I had to take the bus into Phnom Penh

1. khmian nēnaa nīw phtéh! (tēlēfoun haw pēpūn khñiom)
khmian nēnaa nīw phtéh! dōucchnēh
haey, khñiom trēw tēlēfoun haw
pēpūn khñiom!
Nobody was home.
(call my wife on the phone)
Nobody was home, so I had to
call my wife on the phone.
2. laan khñiom khouc kēdaal phlēw!
(cīh taʔsīi tīw thēe kaa)
laan khñiom khouc kēdaal phlēw!
dōucchnēh haey, khñiom trēw cīh
taʔsīi tīw thēe kaa!
My car broke down along the way.
(take a taxi to work)
My car broke down on the way, so
I had take a taxi to work.
3. khñiom rōoʔ phtéh puoʔ-maaʔ khñiom
m khēēñ! (tīw nīw otaēl)
khñiom rōoʔ phtéh puoʔ-maaʔ khñiom
m khēēñ! dōucchnēh haey, khñiom
trēw tīw nīw otaēl!
I couldn't find my friends' house.
(go stay in a hotel)
I couldn't find my friends' house,
so I had to go stay in a hotel.
4. khmian nēnaa nīw phtéh! (nīw phtéh)
khmian nēnaa nīw phtéh! dōucchnēh
haey, khñiom trēw nīw phtéh!
Nobody was home. (stay home)
Nobody was home, so I had to
stay home.

Drill I. Response

MODEL: Teacher: mɛc baan-tɛ look cih laan
 chnuol tiw phnum piñ?
 (khmian nɛnaa móo tetuol
 khñom)

How come you took the bus
 into Phnom Penh? (nobody
 came to meet me)

Student: khñom cih laan chnuol tiw
 phnum piñ, pruh khmian
 nɛnaa móo tetuol khñom!

I took the bus into Phnom
 Penh because nobody came
 to meet me.

1. mɛc baan-tɛ look telefoun haw pepún
 look? (khmian nɛnaa niw phtéh)
 khñom telefoun haw pepún khñom, pruh
 khmian nɛnaa niw phtéh!

How come you called your wife on
 the phone? (nobody at home)
 I called my wife on the phone
 because there was nobody at home

2. mɛc baan-tɛ look cih ta'sii tiw
 thee kaa? (laan khñom khouc
 kedaal phlew)
 khñom cih ta'sii tiw thee kaa, pruh
 laan khñom khouc kedaal phlew!

How come you took a taxi to work?
 (my car broke down along the
 way)
 I took a taxi to work because my
 car broke down along the way.

3. mɛc baan-tɛ look tiw niw'otaɛl?
 (khñom róo? phtéh puo?-maa?
 khñom m kheefi)
 khñom tiw niw'otaɛl, pruh khñom
 róo? phtéh puo?-maa? khñom m
 kheefi!

How come you went to stay in a
 hotel? (I couldn't find my
 friends' house)
 I went to stay in a hotel because
 I couldn't find my friends'
 house.

4. mɛc baan-tɛ look niw phtéh?
 (khmian nɛnaa niw phtéh)
 khñom niw phtéh, pruh khmian
 nɛnaa niw phtéh!

How come you stayed home?
 (nobody at home)
 I stayed home because there was
 nobody at home.

Drill J. Transformation

MODEL: Teacher: khñom cih laan chnuol tiw
phnum piñ, pruh khmian
nenaa móo tetuol khñom!

I took the bus into Phnom
Penh because nobody came
to meet me.

Student: khmian nenaa móo tetuol
khñom. doucchneh haey,
khñom trew cih laan
chnuol tiw phnum piñ!

Nobody came to meet me, so
I had to take the bus into
Phnom Penh.

1. khñom telefoun haw pupún khñom,
pruh khmian nenaa niw phtéh!

I called my wife on the phone
because there was nobody at
home.

khmian nenaa niw phtéh. doucchneh
haey, khñom trew telefoun haw
pupún khñom!

There was nobody at home, so I
had to call my wife on the
phone.

2. khñom cih ta'sii tiw thee kaa, pruh
laan khñom khouc kedaal phlew!
laan khñom khouc kedaal phlew.
doucchneh haey, khñom trew
cih ta'sii tiw thee kaa!

I took a taxi to work because my
car broke down along the way.
My car broke down along the way,
so I has to take a taxi to work.

3. khñom tiw niw otael, pruh khñom
róo? phtéh puo?-maa? khñom m
kheeff!
khñom róo? phtéh puo?-maa? khñom
m kheeff. doucchneh haey, khñom
trew tiw niw otael!

I went to stay in a hotel, because
I couldn't find my friends' hous
house.

I couldn't find my friends' house,
so I had to go stay in a hotel.

4. khñom niw phtéh, pruh khmian nenaa
niw phtéh!
khmian nenaa niw phtéh. doucchneh
haey, khñom trew niw phtéh!

I stayed home, because there was
nobody at home.

There was nobody at home, so I
had to stay home.

UNIT 41

BASIC DIALOGUE

Sareth

1. khñom kit tetiñ kenat kat
króazæ me-kmphlee!

I'm going to go buy some cloth
for a cord suit.

2. coŋ tiw cemuoŷ khñom' eh?

You want to go with me?

Sarin

3. tiw tiñ inaa?

Where are you going to buy it?

Sareth

4. tiw tiñ haan khleŋ cit psaa
thmey!

At the Indian store near the New
Market.

Sarin

5. phtéh naa-muoŷ?

Which one?

Sareth

6. oo petii bombaay!

'Au Petit Bombay.'

Sarin

7. kom tiw kelaen nŋ, thlay' ah.

Don't go there, it's too expensive.

8. tiw palee deswaa' viñ.

Go to the 'Palais de Soie.'

9. cia piŋch, bæ look coul-cet laen!

Especially if you like wool.

Sareth

10. khñom m coul-cet laen' eh,
kdaw' ah.

I don't like wool, it's too hot.

11. khñom kit teróo tiñ daakron' viñ.

I'm going to try to find dacron.

12. púh təcé? haey sùol baok phooŋ!

Because it's cool and also easy
to wash.

Sarin

13. sùol' eh, tæ douc-cia m-sew
l'oo douc laen' eh!

Okay, but I don't think it's
nearly as good as wool.

Sareth

14. tiw palee deswaa' ketiw.

Let's go to the Palais de Soie,
then.

(At the store)

15. aanih memet thlay pemaan? Sareth How much is one meter of this?
16. baat, bey hòoy haasep' memet. Clerk 350 a meter.
17. mian aanaa thaok ciaṅ nih' teh? Sareth Do you have any cheaper than this?
18. baat, mian! aanih memet pii hòoy haasep'm. Clerk Yes, we do. This is 250 a meter.
19. khñom douc-cia m coul-cet póa niṅ' teh! Sareth I guess I don't like that color.
20. coh aanuh, pii hòoy haasep dae. Clerk How about that one? It's 250 too.
21. aanih douc-cia kuosom nteč! Sareth This one seems a little more suitable.
22. kay aoy khñom bey met kelah' moh. Give me three and a half meters of it.

DIALOGUE FOR COMPREHENSION

seretserin

1. khñom kit tiw tiñ kronat kat króazce muoy komphlee.
 2. cəṅ tiw cia-muoy khñom tee?
 3. tiw tiñ aenaa?
 4. tiw tiñ haan khleṅ cit psaa thmey.
 5. phtéh naa-muoy?
 6. oo petii bombaay.
 7. kom tiw konlaeṅ niṅ. thlay nah.
 8. tiw palee de swaa viñ.
 9. cia piiseh, bae look coul-cet laen.
 10. khñom min coul-cet laen tee. kdaw nah.
 11. khñom kit tiw róo? tiñ daakron viñ.
 12. pruh trocé? haey sruol baok phooṅ.
 13. sruol haey, tae douc-cia min-sew l'oo douc laen tee.
 14. tiw palee de swaa ko tiw.
-

15. aanih memaet thlay ponmaan? 16. baat, bey róoy haasəp memaet.
 17. mian aanaa thaok cian nih tee? 18. baat, mian. aanih memaet pii
 róoy haasəp.
 19. khñom douc-cia min coul-cet póa
 niñ tee. 20. coh aanuh, pii róoy haasəp dae.
 21. aanih douc-cia kou-som bontec.
 22. kat aoy khñom bey maet konlah móo?.

NOTE: Expressions of Similarity

Consider the following sentences, all taken from the present unit, and all having to do with the idea of similarity:

11-12. khñom kit teróo tiñ daakron' viñ.

púh təcé? haey suol baok phooñ!

'I think I'd rather hunt for daakron, because
 it's cool, and easy to wash too.'

13. douc-cia m-səw l'oo douc laen' eh!

'I don't think it's quite as nice as wool.'

18-20. aanih memet pii hòoy haasəp'm.

coh aanuh pii hòoy haasəp dae.

'This one is 250 a meter, and that one is 250 too.'

Drill 1. laan khlah lien,, khlah m lien.

m douc khnia tñ-oh' teh!

'Some cars are fast, others are not-- they're not
 all the same.'

The crucial words here are /phooñ/ 'too, in addition,' /dae/ 'too, similarly,' and /douc/ 'like, as, similar' (which also occurs as part of /douc-cia/ 'apparently, I guess' and /douc khnia/ 'are the same'). The essential difference between /phooñ/ and /dae/, both of which occur in the same part of the sentence as predicate modifiers, is that /phooñ/ refers to different actions or states of the same subject, while /dae/ refers to similar actions or states of different subjects.

When two successive clauses containing one of the above items are collapsed into one, the modifier /douc khnia/ corresponds to /dae/, and the discontinuous construction /...phooñ,, ...phooñ/ corresponds to the single /phooñ/. This can be formulated as follows, with A and B standing for different subjects, X and Y for different predicates:

First pattern

A is X, and B is dae.

A and B are X douc khnia.

Second pattern

A is X, and A is Y phooñ.

A is X phooñ,, Y phooñ.

The first pattern is repeated many times in Drill H of this unit (for the second pattern, see Unit 33, Note 2). The negative version of /douc khnia/ is represented in Drill I-- note the use in this drill of /...khlah,, ...khlah/ 'some..., others...', which, as a noun modifier, performs a function exactly parallel to that of the predicate modifier /...phooŋ,, ...phooŋ/.

Other drills of this unit review the use of question-words (B, C) or adjective negation and opposition (E, F, G, J). The latter subject is highly relevant to the use of expressions of similarity, as we shall see in the next few units.

NEW VOCABULARY

1. Nouns

kenat (krɔnat)	cloth (general)
khao-aaw	clothing (general)
kòazɛɛ (króazɛɛ)	twill, cord
kɔmphlee (kɔmphlee)	suit (also classifier)
laɛn	wool
daakron	dacron
sout	silk
mboh (ɔmbɔh)	cotton
mɛt (maɛt)	meter
maaʔ (maak)	brand, trademark
thnam	medicine, drugs
pɛlɛy, pɛrɛy (barey)	cigarettes, tobacco

2. Adjective Opposites

kpúh	tall, high
tiap	short, squat
phlii	light, lit up
lɛŋɪt (ŋóoŋɪt)	dark, extinguished
chlaat	smart, clever
lɛŋúŋ	stupid, slow
kdaw	hot, warm
tɛcéʔ (tracéʔ)	cold, cool

DRILLS

Drill A. Substitution

- | | |
|--|--|
| 1. look coul-cet póa nɿŋ' teh? | Do you like that color? |
| 2. look coul-cet <u>maa'</u> nɿŋ' teh? | Do you like that <u>brand</u> ? |
| 3. <u>via</u> coul-cet maa' nɿŋ' teh? | Does <u>he</u> like that brand? |
| 4. via <u>cɔŋ baan</u> maa' nɿŋ' teh? | Does he <u>want to get</u> that brand? |
| 5. via cɔŋ baan maa' <u>nuh'</u> teh? | Does he want to get <u>the other</u> brand? |
| 6. via cɔŋ baan <u>póa</u> nuh' teh? | Does he want to get the other <u>color</u> ? |
| 7. via <u>coul-cet</u> póa nuh' teh? | Does he <u>like</u> the other color? |
| 8. <u>look</u> coul-cet póa nuh' teh? | Do <u>you</u> like the other color? |
| 9. look coul-cet póa <u>nɿh'</u> teh? | Do you like <u>this</u> color? |
| 10. look coul-cet póa <u>nɿŋ'</u> teh? | Do you like <u>that</u> color? |

Drill B. Response: No Model

(Information supplied in first sentence. Reply to question)

- | | |
|---|--|
| 1. sʔaek bounaa tiw psaa! | Tomorrow Bo-Na is going to the market. |
| Q: sʔaek bounaa tiw naa? | Q: Where is Bo-Na going tomorrow? |
| A: sʔaek bounaa tiw psaa! | A: Bo-Na is going to the market tomorrow. |
| 2. sʔaek bounaa tiw psaa tiŋ kenat! | Tomorrow Bo-Na is going to market to buy cloth. |
| Q: sʔaek bounaa tiw psaa theə cy? | Q: What is Bo-Na going to market for tomorrow? |
| A: sʔaek bounaa tiw psaa tiŋ kenat! | A: Bo-Na is going to market to buy cloth tomorrow. |
| 3. sʔaek bounaa tiw psaa cemuoy sereet! | Tomorrow Bo-Na is going to market with Sareth. |
| Q: sʔaek bounaa tiw psaa cemuoy nena? | Q: Who is Bo-Na going to market tomorrow with? |
| A: sʔaek bounaa tiw psaa cemuoy sereet! | A: Bo-Na is going to market tomorrow with Sareth. |

4. sʔaek bounaa tiw psaa taam laan!
 Q: sʔaek bounaa tiw psaa taam ey?
 A: sʔaek bounaa tiw psaa taam laan!
5. sʔaek bounaa tiw psaa maonj pèam!
 Q: sʔaek bounaa tiw psaa maonj pèmaan?
 A: sʔaek bounaa tiw psaa maonj pèam.
6. sʔaek bounaa tiw psaa meen!
 Q: sʔaek bounaa tiw psaa meen' eh?
 A: sʔaek bounaa tiw psaa meen!
- Tomorrow Bo-Na is going to market by car.
 Q: By what is Bo-Na going to market tomorrow?
 A: Bo-Na is going to market by car tomorrow.
- Tomorrow Bo-Na is going to market at 5 o'clock.
 Q: What time is Bo-Na going to market tomorrow?
 A: Bo-Na is going to market at 5 o'clock.
- Tomorrow Bo-Na is going to market.
 Q: Is Bo-Na going to market tomorrow?
 A: (Yes) Bo-Na is going to market tomorrow.

Drill C. Transformation: Question from Statement.

- MODEL: Teacher: sʔaek bounaa tiw psaa!
 (tiw psaa)
 Student: sʔaek bounaa tiw naa?
- Tomorrow Bo-Na is going to the market. (to the market)
 Where is Bo-Na going tomorrow?
1. sʔaek bounaa tiw psaa tifi kenat!
 (tifi kenat)
 sʔaek bounaa tiw psaa tifi ey?
- Tomorrow Bo-Na is going to the market to buy cloth.
 (to buy cloth)
 What is Bo-Na going to the market to buy tomorrow?
2. sʔaek bounaa tiw psaa cemuoy sereet! (cemuoy sereet)
 sʔaek bounaa tiw psaa cemuoy nanaa?
- Tomorrow Bo-Na is going to the market with Sareth. (with Sareth)
 Who is Bo-Na going to the market with tomorrow?
3. sʔaek bounaa tiw psaa taam laan!
 (taam laan)
 sʔaek bounaa tiw psaa taam ey?
- Tomorrow Bo-Na is going to market by car. (by car)
 How is Bo-Na going to market tomorrow?

4. s'aek bounaa tiw psaa maon
pèam! (maon pèam)
s'aek bounaa tiw psaa maon
pèmaan?

Tomorrow Bo-Na is going to market
at five o'clock. (at five o'clock)
At what time is Bo-Na going to
market tomorrow?

5. s'aek bounaa tiw psaa meen!
(meen)
s'aek bounaa tiw psaa meen'
eh?

Tomorrow Bo-Na is really going to
the market. (really)
Is Bo-na really going to the
market tomorrow?

Drill D. Response with Substitution

MODEL: Teacher: look coul-cet póa niq'
teh? (tee, leboh niq')
Student: tee, khñom m coul-cet
leboh niq' teh!

Do you like that color?
(no, thing)
No, I don't like that thing.

1. look coul-cet leboh niq' teh?
(tee, kruu peet)
tee, khñom m coul-cet kruu peet
niq' teh!

Do you like that thing?
(no, doctor)
No, I don't like that doctor.

2. look coul-cet kruu peet niq'
teh? (tee, thnam)
tee, khñom m coul-cet thnam
niq' teh!

Do you like that doctor?
(no, medicine)
No, I don't like that medicine.

3. look coul-cet thnam niq' teh?
(tee, perɛy)
tee, khñom m coul-cet perɛy
niq' teh!

Do you like that medicine?
(no, cigarette)
No, I don't like that cigarette.

4. look coul-cet perɛy niq' teh?
(tee, mɛhoup)
tee, khñom m coul-cet mɛhoup
niq' teh!

Do you like that cigarette?
(no, food)
No, I don't like that food.

5. look coul-cet mɛhoup niq' teh?
(tee, riɛŋ)
tee, khñom m coul-cet riɛŋ
niq' teh!

Do you like that food?
(no, story)
No, I don't like that story.

6. look coul-cet riɛŋ niq' teh?
(tee, leboh)
tee, khñom m coul-cet leboh
niq' teh!

Do you like that story?
(no, thing)
No, I don't like that thing.

Drill E. Response

MODEL: Teacher: laan look lien' ah.

Your car sure is fast!

Student: laan khñom min-ce lien
pemaan' eh!

My car isn't so fast.

1. phtéh look thom' ah.

Your house sure is big.

phtéh khñom min-ce thom pemaan' eh.

My house isn't so big.

2. leboh look thlay' ah.

Your things sure are expensive.

leboh khñom min-ce thlay pemaan' eh!

My things aren't so expensive.

3. koun look cèen' ah.

You sure have a lot of children.

koun khñom min-ce cèen pemaan' eh!

I don't have so many children.

4. pepún look l'w' ah.

Your wife sure is pretty.

pepún khñom min-ce l'w' pemaan' eh!

My wife isn't so pretty.

5. look pekae' ah.

You sure are good at it.

khñom min-ce pekae pemaan' eh!

I'm not so good at it.

6. look kpúh' nah.

You sure are tall.

khñom min-ce kpúh pemaan' eh!

I'm not so tall.

Drill F. TransformationMODEL: Teacher: laan khñom min-ce lien
pemaan' eh!

My car isn't so very fast.

Student: laan khñom min-ce lien
pemaan' eh, pntae laan
look lien' ah.My car isn't so very fast,
but your car certainly is.1. phtéh khñom min-ce thom pemaan' eh!
phtéh khñom min-ce thom pemaan' eh,
pntae phtéh look thom' ah.My house isn't so very big.
My house isn't so very big, but
your house certainly is.2. leboh khñom min-ce thlay pemaan' eh!
leboh khñom min-ce thlay pemaan' eh,
pntae leboh look thlay' ah.My things aren't so very expensive.
My things aren't so very expensive,
but your certainly are.3. koun khñom min-ce cèen pemaan' eh!
koun khñom min-ce cèen pemaan' eh,
pntae koun look cèen' ah.I don't have so very many children.
I don't have so very many children,
but you certainly do.4. pepun khñom min-ce l'w' pemaan' eh.
pepún khñom min-ce l'w' pemaan' eh,
pntae pepún look l'w' ah.My wife isn't so very pretty.
My wife isn't so very pretty,
but your wife certainly is.

- ### Drill G. Substitution

- Drill H. Transformation: Two Sentences into One.

<p>1. khñom coul-cet baay pèaŋ! look coul-cet baay pèaŋ' deh! look niŋ khñom coul-cet baay pèaŋ douc khnia!</p>	<p>I like French food. You like French food also. You and I both like French food.</p>
<p>2. pepún khñom coul-cet phleeg! pepún look coul-cet phleeg' deh! pepún khñom niŋ pepún look coul-cet phleeg douc khnia.</p>	<p>My wife likes music. Your wife likes music too. My wife and your wife both like music.</p>

3. laan khñom póa soo!
 laan look póa soo' deh!
 laan look niŋ laan khñom póa
 soo douc khnia!

My car is white. Your car is
 Your car is white too.
 Your car and my car are both
 white.

4. khñom mian koun pii!
 look mian koun pii' deh!
 look niŋ khñom mian koun pii
 douc khnia!

I have two children.
 You have two children too.
 You and I both have two children.

Drill I. Transformation: Complex Model: 'Some...Others...'

MODEL: Teacher: laan... lien
 Student: laan khlah lien,, khlah
 m lien. m douc khnia
 tŋ-oh' teh!

Cars... fast
 Some cars are fast, others
 are not, they're not all
 the same.

1. kenat... l'oo
 kenat khlah l'oo,, khlah m l'oo.
 m douc khnia tŋ-oh' teh!

Cloth... good.
 Some cloth is good, some is not;
 it's not all the same.

2. paom... chŋaŋ
 paom khlah chŋaŋ,, khlah m chŋaŋ.
 m douc khnia tŋ-oh' teh!

Apples... delicious.
 Some apples are delicious, others
 are not; they're not all the
 same.

3. menuh... sruol
 menuh khlah sruol,, khlah
 m sruol.
 m douc khnia tŋ-oh' teh!

People... easy-going.
 Some people are easy-going, others
 are not; they're not all the same.

4. kon.. l'oo meel
 kon khlah l'oo meel,, khlah
 m l'oo meel.
 m douc khnia tŋ-oh' teh!

Movies... interesting.
 Some movies are interesting,
 others are not; they're not
 all the same.

5. thnam... pekae
 thnam khlah pekae,, khlah
 m pekae.
 m douc khnia tŋ-oh' teh!

Medicines... effective.
 Some medicines are effective,
 others are not; they're not
 all the same.

6. percy.. khlaŋ
 percy khlah khlaŋ,, khlah
 m khlaŋ.
 m douc khnia tŋ-oh' teh!

Cigarettes... strong
 Some cigarettes are strong, others
 are not; they're not all the
 same.

Drill J. Response

MODEL: Teacher: laan look lien' ah.

(yilit)

Your car is very fast.

Student: laan khñom yilit' ah.

My car is quite slow.

1. pepún look l'oo' nah. (akro?)

pepún khñom akro? ' nah.

Your wife is very pretty.

My wife is quite unattractive.

2. phtéh look thom' ah. (touc)

phtéh khñom touc' nah.

Your house is very large.

My house is quite small.

3. ktup look phlii' nah. (ləŋit)

ktup khñom ləŋit' nah.

Your room is very bright.

My room is quite dark.

4. koun look chlaat' nah. (ləŋúŋ)

koun khñom ləŋúŋ' nah.

Your children are very smart.

My children are quite stupid.

5. koun look craen' ah. (tec)

koun khñom tec' nah.

You have a lot of children.

I have very few children.

6. pepún look kpúh' nah. (tiap)

pepún khñom tiap' nah.

Your wife is very tall.

My wife is quite short.

UNIT 42

BASIC DIALOGUE

1. look mian skól kùu tiey' teh? Sareth Do you know any soothsayers?
2. baat, khñom skól méné' deh,
niw cit phtéh khñom. Sarin Yes, I know one, right near my house.
3. kót dae tiey' teh, rii tól-tè
yeey tiw phtéh kót? Sareth Does he go around telling fortunes,
or is the only way to go to his house?
4. ou, kót metiey oy khñom tè-ñik'ŋ
tè-ñik'ŋ. Sarin Oh, he comes to tell my fortune quite often.
5. suol' ah.. dey te chnam thgay
kaet baan' eh. Sareth It's easy, all he needs to know is your birth date.
6. douc-cia khñom, khñom kaet
niw chnam mepón pmbuon hòoy
saam-sép pmmuoy, thgay atit! Sarin Like me, I was born in 1936, on a Sunday.
7. be khñom min celom' tee, chnam
mepón pmbuon hòoy saam-sép
pmmuoy cia chnam cuut, chnam
kedao! Sareth If I'm not wrong, 1936 was the Year of the Rat, or mouse.
[two names given]
8. coh mian chnam ey-khlah tiet? Sarin And what are the other Years?
9. chnam khlaa, chnam púh, chnam
chkae, chnam cruuk.. chnam
nih cia chnam púh! Sareth The Year of the Tiger, the Snake, the Dog, the Pig. This year is the Year of the Snake.
10. coh kót tiey ey-khlah' tiw? Sarin And what else does he predict about?
11. ou, kót dey thaa, tae look mian
rii kroo, look chii cèen rii
m-daël chii' tee. Sareth Oh, he knows whether you are rich or poor, whether you've had a lot of sickness or have never been sick.

12. haey kót aac tiey anaakút
look dae!
And he may be able to foretell
your future.
13. s'ey tiet?
Sareth
What else?
14. look mian pepún ŋkaal, mian
koun cèen rii təc?
Sarin
When you get married, whether you
have a lot of children or only
a few.
15. coh kót deŋ pii-naa' moh?
Sareth
Well, where does he find all this
out from?
16. ou, kót mian kbuon smèap tiey!
coŋ tiey pii-ey ko baan' deh.
Sarin
Oh, he has a book for predictions.
But he can make predictions from
anything.
17. douc-cia s'ey?
Sareth
Like what?
18. douc-cia thŋay nih thŋay l'oo.
rii thŋay akò'o?
Sarin
Like whether the day is a lucky
day or an unlucky day.
19. look mian smmaŋ, rii khmian
smmaŋ!
Whether you have good luck or bad
luck.
20. sùol' eh, ñceŋ.. thee mec baan
cuop n kót?
Sareth
That's great. How can I get to
meet him?
21. m ey' teh! cam khñom aoy kee
tecuop ŋ kót!
Sarin
Nothing to it. Just let me take
you to meet him.

DIALOGUE FOR COMPREHENSION

1. look mian skól kruu tiey tee?
2. baat, khñom skól mené? dae, nıw cit phtéh khñom.
3. kót dae tiey tee? rıı tól-tae yeey tıw phtéh kót?
4. ou, kót móo? tiey aoy khñom tae-fik.
5. sruol nah.. dey tae chnam thıay kaet baan haey.
6. douc-cia khñom, khñom kaet nıw chnam mepón prambuon róoy saam-sép prammuoy, thıay aatıt.
7. bae khñom mın crolom tee, chnam mepón prambuon róoy saam-sép prammuoy cia chnam cuut, chnam kondao.
8. coh mian chnam ey-khlah tiet?
9. chnam khlaa, chnam púh, chnam chkae, chnam cruuk. chnam nih cia chnam púh.
10. coh kót tiey ey-khlah tıw?
11. ou, kót dey thaa tae look mian rıı kroo, look chíı craen rıı mın-dael chíı tee.
12. haey kót aac tiey anaakút look dae.
13. s'ey tiet?
14. look mian propún orkaal, mian koun craen rıı təc.
15. coh kót dey pıı naa móo??
16. ou, kót mian kbun somrap tiey.
17. douc-cia s'ey?
18. douc-cia thıay nih thıay l'oo, rıı thıay aakro?
19. look mian somnaay, rıı khmian somnaay.
20. sruol haey, eñcey.. thvee mec baan cuop nıy kót?
21. mın ey tee. cam khñom aoy kee tıw cuop nıy kót.

NOTE: Expressions of Equivalence and Opposition

The dialogue of the present unit contains several different examples of the way equivalence (A is B, or A is a B) is expressed in Cambodian. Review the Note of Unit 17, with special attention to the negative forms. Compare also the following sentences:

9. chnam nih cia chnam púh!

'This year is the Year of the Snake.

18. thpay nih thpay l'oo!

'Today is a lucky day.

Note that either one of these sentences could occur with the other pattern for equivalence (no verb in the first sentence, /cia/ in the second). The fact that the speaker chose one pattern over the other is nonetheless significant-- it shows, for example, that he considers the Year of the Snake as one of a recurring cycle of such years (which it is), but regards the notion of 'lucky day' as unique to a particular day. The positive and negative patterns for the important verb /cia/ 'to be a member of the class of' are reviewed in Drills A, G, H, and I.

Another kind of equivalence is represented in sentences containing the conjunction /rɪɪ/ 'or' between two phrases or clauses of parallel construction, as in the following example:

3. kót dae tley' teh, rɪɪ tól-te yeəŋ tɔw phtéh kót?

'Does he walk around telling fortunes, or is the only way to go to his house?

The conjunction /rɪɪ/, unlike the final particle, is never contracted to /ɪh/. This pattern is especially frequent with adjective opposites (see Note 3, Unit 35, and Drill E of the present unit). In the example given above, note also the position of /tɔl-te/ before the subject of its clause, which shows clearly that it is a conjunction, rather than a pre-verbal modifier, in spite of its translation into English (see comment on Drills E, F, I in Unit 39).

The remaining drills, especially B, C, D, and J, review points of grammar which should be very familiar to you by now.

NEW VOCABULARY: Names of the Years

In addition to counting the years according to the international system (1966, etc.), Khmer also names the years in a twelve-year repeating cycle. The twelve names refer to animals, which are roughly the same animals as those used in China and other parts of the Far East. The years have astrological significance, especially as regards birth-dates (see Basic Dialogue).

In Cambodian the names of the years occur in two versions, one being the common name for the animal concerned, the other being a more formal term. They are listed below in the traditional order.

<u>Common Khmer Term</u>	<u>English</u>	<u>Formal Khmer Term</u>
kədao (kondao)	Mouse, Rat	cuut
koo	Cow	chlew
khlaa	Tiger	khaal

DRILLS

MODEL: Teacher: look cia kruu tiey' ih? (kruu byrien)	You're a soothsayer? (teacher)
Student: tee, m meen' teh! khñom cia kruu byrien!	No, I'm not, I'm a teacher.
1. look cia kruu byrien' ih? (peet sat) tee, m meen' teh! khñom cia peet sat!	You're a teacher? (veterinarian) No, I'm not, I'm a veterinarian.
2. look cia peet sat' ih? (né' rieccekkaa) tee, m meen' teh! khñom cia né' riecekkaa!	You're a veterinarian? (civil servant) No, I'm not, I'm a civil servant.
3. look cia né' rieccekkaa' ih? (tehian) tee, m meen' teh! khñom cia tehian.	You're a civil servant? (military man) No, I'm not, I'm a military man.
4. look cia tehian' ih? (kruu peet) tee, m meen' teh! khñom cia kruu peet.	You're a military man? (doctor) No, I'm not, I'm a doctor.
5. look cia kruu peet' ih? (koun seh) tee, m meen' teh! khñom cia koun seh!	You're a doctor? (student) No, I'm not, I'm a student.
6. look cia koun seh' ih? (kammekoo) tee, m meen' teh! khñom cia kammekoo!	You're a student? (laborer) No, I'm not, I'm a laborer.
7. look cia kammekoo' ih? (kruu tiey) tee, m meen' teh! khñom cia kruu tiey!	You're a laborer? (soothsayer) No, I'm not, I'm a soothsayer.

Drill B. Transformation

MODEL: Teacher: khñom nıj look ceh tiey
tj-oh khnia!

Student: khñom ceh tiey,, look ko
ceh tiey.. yeəj ceh
tiey tj-oh khnia!

You and I both know how to
tell fortunes.

I know how to tell fortunes
and so do you. We both
know how to tell fortunes.

1. khñom nıj look ceh niyiey pèəj
tj-oh khnia!

khñom ceh niyiey pèəj,, look ko
ceh niyiey pèəj.. yeəj ceh
niyiey pèəj tj-oh khnia!

You and I both know how to speak
French.

I know how to speak French and so
do you. We both know how to
speak French.

2. khñom nıj look ceh hael tik tj-oh
khnia!

khñom ceh hael tik,, look ko ceh
hael tik.. yeəj ceh hael tik
tj-oh khnia!

You and I both know how to swim.

I know how to swim and so do you.
We both know how to swim

3. khñom nıj look ceh dam baay tj-oh
khnia!

khñom ceh dam baay,, look ko ceh
dam baay... yeəj ceh dam baay
tj-oh khnia!

You and I both know how to cook.

I know how to cook and so do you.
We both know how to cook.

4. khñom nıj look ceh ñam kafee tj-oh
khnia.

khñom ceh ñam kafee,, look ko ceh
ñam kafee.. yeəj ceh ñam kafee
tj-oh khnia!

You and I both drink coffee.

I drink coffe and so do you.
We both drink coffee.

5. khñom nıj look ceh leej bia tj-oh
khnia!

khñom ceh leej bia,, look ko ceh leej
bia.. yeəj ceh leej bia tj-oh khnia!

You and I both know how to
gamble.

I know how to gamble and so do
you. We both know how to gamble.

6. khñom nıj look ceh laan tj-oh
khnia!

khñom ceh baek laan,, look ko ceh
baek laan.. yeəj ceh baek laan
tj-oh khnia!

You and I both know how to drive
a car.

I know how to drive and so do you.
We both know how to drive.

7. khñom ninq look ceh loot paarasut
tq-oh khnia!
khñom ceh loot paarasut,, look ko
ceh loot paarasut.. yeeq ceh
loot paarasut tq-oh khnia!

You and I both know how to
parachute-jump.
I know how to parachute-jump
and so do you. We both know
how to parachute-jump.

Drill C. Substitution

1. coh kót den pii-naa' moh?
2. coh kee den pii-naa' moh?
3. coh cee pii-naa' moh?
4. coh yeeq ceh pii-naa' moh?
5. coh yeeq rien pii-naa' moh?
6. coh kee rien pii-naa' moh?
7. coh kót rien pii-naa' moh?
8. coh kót den pii-naa' moh?

And where did he find out from?
And where do they find out from?
And how do they learn how?
And how do we learn how?
And where do we learn it from?
And where do they learn it from?
And where does he learn it from?
And where did he find out from?

Drill D. Substitution

1. thee mec, baan cuop q kót?
2. thee mec, baan cuop q via?
3. thee mec, baan niyiey q via?
4. thee mec, baan niyiey q look saw?
5. thee mec, baan té?-tóon q look saw?
6. thee mec, baan té?-tóon q via?
7. thee mec, baan té?-tóon q kót?
8. thee mec, baan cuop q kót?

How can I get to meet him?
How can I get to meet him?
How can I get to talk with him?
How can I get to talk with Sau?
How can I get in touch with Sau?
How can I get in touch with him?
How can I get in touch with him?
How can I get to meet him?

Drill E. Substitution

1. kót den thaas look mian rii
kroo!
2. kót den thaas saw mian rii
kroo!
3. kót den thaas saw sao rii
khmaw!

He knows whether you are rich
or poor.
He know whether Sau is rich or
poor.
He knows whether Sau is white
or black.

- | | |
|--|---|
| 4. kót dɛŋ thaə <u>via</u> soɔ rɪɪ
kɰmaw! | He knows whether <u>it's</u> white or black. |
| 5. kót <u>m dɛŋ</u> thaə <u>viə</u> soɔ rɪɪ
kɰmaw! | He <u>doesn't know</u> whether it's white or black. |
| 6. kót m dɛŋ thaə <u>saw</u> soɔ rɪɪ
kɰmaw! | He doesn't know whether <u>Sau</u> is white or black. |
| 7. kót m dɛŋ thaə saw <u>mian rɪɪ</u>
<u>krɔɔ</u> ! | He doesn't know whether Sau is <u>rich or poor</u> . |
| 8. kót m dɛŋ thaə <u>look</u> mian rɪɪ
krɔɔ! | He doesn't know whether <u>you're</u> rich or poor. |
| 9. kót <u>dɛŋ</u> thaə look mian rɪɪ
krɔɔ! | He <u>knows</u> whether you're rich or poor. |

Drill F. Substitution

- | | |
|---|--|
| 1. kót aac tiey anaakút look daɛ! | He may be able to foretell your future. |
| 2. kót aac tiey <u>kumnit miyiat</u>
look daɛ! | He may be able to guess your <u>character</u> . |
| 3. <u>kee</u> aac tiey kumnit miyiat
look daɛ! | <u>They</u> may be able to guess your character. |
| 4. kee aac <u>dɛŋ</u> kumnit miyiat
look daɛ! | They may even <u>know</u> your character. |
| 5. <u>kót</u> aac dɛŋ kumnit miyiat
look daɛ! | <u>He</u> may even know your character. |
| 6. kót aac praɛ kumnit miyiat
look daɛ! | He may be able to <u>change</u> your character. |
| 7. kót aac praɛ <u>anaakút</u> look daɛ! | He may be able to change your <u>future</u> . |
| 8. kót aac <u>tiey</u> anaakút look daɛ! | He may be able to <u>foretell</u> your future. |

MODEL: Teacher. look cia kruu peet,
meen' teh?

You're a doctor, aren't
you?

Yes, I'm a doctor.

- | | |
|---|--|
| 1. look cia tēhian, mēen' teh?
baat, khñom cia tēhian. | You're a military man, aren't you?
Yes, I'm a military man. |
| 2. look cia koun seh, mēen' teh?
baat, khñom cia koun seh'ŋ. | You're a student, aren't you?
Yes, I'm a student. |
| 3. look cia diiphloumaat, mēen' teh?
baat, khñom cia diiphloumaat'n. | You're a diplomat, aren't you?
Yes, I'm a diplomat. |
| 4. look cia rôttemuntrey, mēen' teh?
baat, khñom cia rôttemuntrey. | You're a cabinet minister, aren't you?
Yes, I'm a cabinet minister. |
| 5. look cia tēhian cēeŋ tik, mēen' teh?
baat, khñom cia tēhian cēeŋ tik'ŋ. | You're a marine, aren't you?
Yes, I'm a marine. |
| 6. look cia né? rieccekaa, mēen' teh?
baat, khñom cia né? rieccekaa. | You're a civil servant, aren't you?
Yes, I'm a civil servant. |
| 7. look cia nīey tēhian, mēen' teh?
baat, khñom cia nīey tēhian. | You're an officer, aren't you?
Yes, I'm an officer. |

MODEL: Teacher: look cia kruu peet,
 meen' teh?
Student: tee, khñom m-meen cia
 kruu peet' teh!

You're a doctor, aren't
you?

No, I'm not a doctor.

- | | |
|---|--|
| 1. look cia tehian, meen' teh?
tee, khñom m-meen cia koun seh' teh! | You're a military man, aren't you?
No, I'm not a military man. |
| 2. look cia koun seh, meen' teh?
tee, khñom m-meen cia koun seh' teh! | You're a student, aren't you?
No, I'm not a student. |
| 3. look cia diiphloumaat, meen' teh?
tee, khñom m-meen cia diiphloumaat
teh! | You're a diplomat, aren't you?
No, I'm not a diplomat. |
| 4. look cia rôttemuntrey, meen' teh?
tee, khñom m-meen cia rôttemuntrey'
teh! | You're a cabinet minister, aren't
you?
No, I'm not a cabinet minister. |

- | | |
|---|--|
| 5. look cia tehian ceey tik, meen' teh?
tee, khñom m-meen cia tehian ceey
tik' teh! | You're a marine, aren't you?
No, I'm not a marine. |
| 6. look cia né? rieccekaa, meen' teh?
tee, khñom m-meen cia né? rieccekaa'
teh! | You're a civil servant, aren't
you?
No, I'm not a civil servant. |
| 7. look cia niey tehian, meen' teh?
baat, khñom m-meen cia niey tehian
teh! | You're an officer, aren't you?
No, I'm not an officer. |

Drill I. Transformation: Question from Statement.

- | | |
|---|--|
| MODEL: Teacher: khñom cia kruu peet! | I'm a doctor. |
| Student: look cia kruu peet,
meen' teh? | You're a doctor, aren't
you? |
| 1. khñom cia tehian!
look cia tehian, meen' teh? | I'm a military man.
You're a military man, aren't you? |
| 2. khñom cia koun seh!
look cia koun seh, meen' teh? | I'm a student.
You're a student, aren't you? |
| 3. khñom cia diiphloumaat!
look cia diiphloumaat, meen' teh? | I'm a diplomat.
You're a diplomat, aren't you? |
| 4. khñom cia rôttemuntrey!
look cia rôttemuntrey, meen' teh? | I'm a cabinet minister.
You're a cabinet minister,
aren't you? |
| 5. khñom cia tehian ceey tik!
look cia tehian ceey tik, meen' teh? | I'm a marine.
You're a marine, aren't you? |
| 6. khñom cia né? rieccekaa!
look cia né? rieccekaa, meen' teh? | I'm a civil servant.
You're a civil servant, aren't
you? |
| 7. khñom cia niey tehian!
look cia niey tehian, meen' teh? | I'm an officer.
You're an officer, aren't you? |

Drill J. Response

MODEL: Teacher: look mian skól kruu tiey' teh? Do you know any soothsayers?
(méné?) (one)

Student: baat, khñom skól kruu tiey Yes, I know a soothsayer--
méné?' dèh, nìw cìt phtéh he's near my house.
khñom.

1. look mian skól kruu pèet' teh?
(méné?-pii)

Do you know any doctors?
(1 or 2)

baat, khñom skól kruu pèet
méné?-pii dèh, nìw cìt
phtéh khñom.

Yes, I know a couple of doctors--
they're near my home.

2. look mian skól diiphloumaat' teh?
(pii-bey né?)

Do you know any diplomats?
(2 or 3)

baat, khñom skól diiphloumaat
pii-bey né?' dèh, nìw cìt
phtéh khñom.

Yes, I know two or three diplomats--
they're near my home.

3. look mian skól niey tēhian' teh?
(bey-buon né?)

Do you know any officers?
(3 or 4)

baat, khñom skól niey tēhian
bey-buon né?' dèh, nìw cìt
phtéh khñom.

Yes, I know three or four officers--
they're near my home.

4. look mian skól né? rieccekaa' teh?
(buon-pèam né?)

Do you know any civil servants?
(4 or 5)

baat, khñom skól né? rieccekaa
buon-pèam né?' dèh, nìw cìt
phtéh khñom.

Yes, I know four or five civil
servants-- they're near my
home.

UNIT 43

BASIC DIALOGUE

1. Barber
 1. ńiceeń ńkuy leeq mephleeet' tih.
 dol veen look alew' eh. Please have a seat for a moment.
 It'll be your turn right away.
2. Customer
 2. baat, m ey' teh! oo kun' neh. Never mind, thanks.
3. Barber
 3. baat, som ńiceeń!! Sure, come on!
4. Customer
 4. ou, khñom niw cam puu inoh' teh! Oh, I'll wait for you over there.
5. Barber
 5. ńiceeń ńkuy leeq meel sephiw
 leeq' tih. Have a seat and read a magazine.
- (Later on)
6. Barber
 6. som ńiceeń, look.. look sok
 sebaay' cia teh? Next, sir. How are you?
7. Customer
 7. baat, khñom sok sebaay' cia teh!
 coh puu mian ey phlaek' teh? I'm fine.
 What's new with you?
8. Barber
 8. baat, khmian ey phlaek' teh! Nothing much new.
9. Customer
 9. tae mesel meń, pepun khñom chlaoq
 thlee, baan koun seý muoy! Yesterday my wife gave birth,
 and we have a daughter.
10. Barber
 10. coh kót sok sebaay' cia teh? How are they, all right?
11. Customer
 11. baat! Sure.
12. Barber
 12. look coq lebiep mec, medaoq nih? What style do you want this time?
13. Customer
 13. ou, khñom coq tuk oy veeq medaoq! Oh, I guess leave it long.
14. Barber
 14. baat, mian ey? Okay.
15. Customer
 15. peñap ntec' neh. khñom mian
 kaa phooq! Hurry a little, will you? I've
 got something else to do.

16. m-bac kao puk môt oy khñom' teh! You don't have to give me a shave.
- Barber
17. look peñap tiw naa? Where are you hurrying off to?
- Customer
18. baat, khñom tecuun kee laeñ
kpal-hoh, maon pmbuon niñ' e! Well, I'm taking somebody to the plane at nine o'clock.
- Barber
19. kao puk môt they m tôn? Why wouldn't there be time for a shave, then?
niw ciañ memaon tiet dae. You still have more than an hour.
- Customer
20. ficeñ kao ko kao' tih. All right then, give me a shave.
- Barber
21. nenea, ke tiw naa? Who's going where?
- Customer
22. baat, p'oun khñom kee tiw sòk
amerik! It's my younger brother, he's going to America.
- Barber
23. ou, kót tiw thee ey? Oh? what's he going to do there?
- Customer
24. baat, tiw rien! He's going to study.
25. puu, veek cehieñ tiw khaañ-chveeñ
medoñ' neh. Say, put the part a little more to the left, will you?
- Barber
26. baat! look ko? so? ' teh? All right. Want a shampoo?
- Customer
27. m bac' teh! o kun' neh. No, thanks.

DIALOGUE FOR COMPREHENSION

ciañ kat so?look saw

1. eñceañ ònkuy leeñ mephleat tiw.
dol veen look eylew haey.
2. baat, min ey tee. o kun naa.
3. baat, soum eñceañ!
4. ou, khñom niw cam puu aenoh tee.
5. eñceañ ònkuy leeñ meel siew-phiw
leeñ tiw.

~ ~ ~ ~ ~

[təə mʊəʔ]

6. soum eñceəñ, look. look sok
sebaay cia tee?
7. baat, khñom sok sebaay cia tee.
coh puu mian ey phlaek tee?
8. baat, khmian ey phlaek tee.
9. tae mesel meñ, prəpʊn khñom chloəŋ
thlee, baan koun srey muoy.
10. coh kót sok sebaay cia tee?
11. baat.
12. look cəŋ rʊəbiəp məc mədɔəŋ nih?
13. ou, khñom cəŋ tuk aoy vɛəŋ
mədɔəŋ.
14. baat, mian ey?
15. prəñap bontɛc, naa. khñom
mian kaa phoəŋ.
16. min bac kao puk mót aoy khñom
tee.
17. look prəñap tiw naa?
18. baat, khñom tiw cuun kee laəŋ
kpal-hoh, maəŋ prambuon niŋ.
19. kao puk mót they min tón?
niw ciaŋ muoy maəŋ tiet daɛ.
20. eñceəŋ kao kəə kao tiw.
21. néʔ-naa kee tiw naa?
22. baat, pʊəun khñom kee tiw srok
amerik.
23. ou, kót tiw thvəə əvɛy?
24. baat, tiw rien.
25. puu, vɛək cəmhien tiw
khaəŋ-chvɛəŋ mədɔəŋ, naa.
26. baat. look kəʔ səʔ tee?
27. min bac tee. əə kun naa.

NOTE: Expressions of Completion

Many Cambodian verbs refer to actions which are conceived as incomplete unless there is definite evidence to the effect that they have been completed. Obvious examples are the verbs of motion:

tiw	to go	tədɔl (tiw dɔl)	to arrive, get there
mʊəʔ	to come	mədɔl (mʊəʔ dɔl)	to arrive, get here

Other clear examples are pairs of verbs and associated completive verbs (discussed in Note 1, Unit 19). These pairs are usually represented in English by totally different verbs:

rʊəʔ	to look for	(rʊəʔ) kheəñ	to find
sdap	to listen to	(sdap) lii	to hear

Some Khmer verbs, however, have to be translated by different English verbs, depending on whether the action has been completed or not-- evidence for this is sometimes lacking, moreover, in the Cambodian sentence:

	<u>Incomplete</u>	<u>Complete</u>
rien	to study	to learn
tifñ	to shop for, try to buy	to buy
bañ sat	to hunt (animals)	to shoot (animals)
stuuc trey	to fish	to catch fish
chlooy thlee	to be crossing a river (lit.)	to get across a river
chlooy thlee	to be having a baby (fig.)	to give birth

When evidence about the completion of such actions is supplied in the Cambodian sentence, it is usually supplied by means of one of the general completive verbs with which you are already familiar.

Examples: rien cop to graduate, finish studying
 rien oh to learn (all of)
 tifñ oh to buy up (all of)
 tifñ baan to buy, get by purchasing

The general completive verbs occur with a wide range of prior verbs, and are not paired with any particular ones (as is the case with /kheef/ and /lii/, for example). The position of the negative is the same: between the prior verb and the completive verb.

thee m koan' teh' can't do all of it

The most common general completive verb, of course, is /baan/, which can be used after almost any prior verb. You have already heard many examples in which /baan/ means 'to be able,' but since it is itself a verb meaning 'to get,' it can take objects like any other verb:

mesel meñ khñom tiw bañ sat, baan caap muoy!

'Yesterday I went hunting and got a sparrow.'

mesel meñ khñom tiw stuuc trey baan trey muoy!

'Yesterday I went fishing and caught one.'

mesel meñ pepún khñom chlooy thlee, baan koun muoy!

'Yesterday my wife went (to the hospital) and had a baby.'

This type of construction is illustrated in Drill A of this unit.

The general completive verb /tón/ 'to have time for, to be able to do in time' (see Note, Unit 21) also occurs with a wide range of prior verbs. Its use is illustrated in Drill B, which also reviews a typical incomplete-action pattern /V koo V' tiw/ 'Go ahead and...' (see Note 2, Unit 33).

kao puk mó't they m tón?

'Why wouldn't you have time for a shave?

ñceñ kao ko kao ' tiw.

'In that case go ahead and shave me.'

Other incomplete-action patterns reviewed in this unit are /ñceñ... tiw/ (Drill C), /m-bac/ (Drill D-- see Note 2, Unit 28) and /oy/ plus adjective (Drills E and F-- see Note 4, Unit 35).

Besides /baan/ and /tón/, the most common general completive verbs are /kòan/ (/krón/) 'to be complete, enough', /oh/ 'to be exhausted, used up' and /dól/ 'to arrive, get somewhere.' Four of the five verbs are illustrated in Transformation Drills H and I.

NEW VOCABULARY: Barber Shop Talk

1. Verb Phrases

kat so?	to cut hair
ko? so	to shampoo
khat sbaek-cæŋ	to shine shoes
thæe tesay	to massage
kao puk mót	to shave
crép puk mót	to trim the beard
væek cæhien	to make a part
ut aaw	to press a coat
lian day	to wash hands
cam veen	to wait ones turn

(See also Vocabulary, Unit 30)

2. Completive Actions

chloœŋ thlee (baan)	cross a river, have a baby (see grammar note)
bañ sat (baan)	shoot animals
stuuc trøy (baan)	catch fish
thoot ruup	take pictures
ruup thoot	photographs
thoot ruup baan	can take pictures
baan ruup thoot	get photographs
tifñ kèphlœŋ (baan)	buy guns
veen look dól hæy	it's your turn now

3. Adjective Opposites

kèah (krah)	thick	sdaœŋ	thin
vœœŋ	long	khley	short
s'aat	clean	kèkhvœ?	dirty
teŋ	firm, full	thuu	loose, slack

Drill A. Double Substitution

1.	khñom tiw bañ sat... caap mesel meñ khñom tiw bañ sat, baan caap muoy!	I went hunting... sparrow. Yesterday I went hunting and got a sparrow.
2.	p'oun khñom tiw stuuc trey... trey. mesel meñ p'oun khñom tiw stuuc trey, baan trey muoy!	My younger brother went fishing... fish. Yesterday I went hunting and got a sparrow.
3.	boqj khñom tiw cuol biis... koun laan. mesel meñ boqj khñom tiw cuol biis, baan koun laan muoy!	My older brother want to hire a bus... small car. Yesterday my older brother went to hire a bus, and got a small car.

MODEL: Teacher: kao puk mót they m tón?	Sure there'll be time for a shave!
Student: ficeŋ kao kə kao' tih.	In that case, go ahead and shave me.

1. kat so? they m tón? ficeŋ kat kə kat' tih.	Sure there'll be time for a haircut! In that case, go ahead and cut it.
2. kə? so? they m tón? ficeŋ kə? kə kə? ' tih.	Sure there'll be time for a shampoo! In that case go ahead and give me one.
3. khat sbaek-ceeŋ they m tón? ficeŋ khat kə 'khat' tih.	Sure there'll be time to shine your shoes! In that case go ahead and shine them.
4. thee tesay they m tón? ficeŋ thee kə thee' tih.	Sure there'll be time for a massage! In that case go ahead and give me one.
5. kat aaw they m tón? ficeŋ kat kə kat' tih.	Sure there'll be time to make the shirt. In that case go ahead and make it.
6. fiam baay they m tón? ficeŋ fiam kə fiam' tih.	Sure there'll be time to eat! In that case (let's) go ahead and eat.

Drill C. Substitution

- | | |
|---|--|
| 1. ñceəñ ŋkuy leən mephleət' tih. | Please have a seat for a moment. |
| 2. ñceəñ ŋkuy <u>məel səphiw leən'</u> tih. | Please sit down and <u>read a magazine</u> . |
| 3. ñceəñ coul móo məel səphiw leən' tih. | Please <u>come in</u> and read a magazine. |
| 4. ñceəñ coul móo <u>cam veen look'</u> tih. | Please come in and <u>wait your turn</u> . |
| 5. ñceəñ <u>ŋkuy</u> cam veen look' tih. | Please <u>have a seat</u> and wait your turn. |
| 6. <u>soum look</u> ŋkuy cam veen look' tih. | <u>Won't you</u> have a seat and wait your turn. |
| 7. soum look ŋkuy <u>məel səphiw leən'</u> tih. | Won't you have a seat and <u>read a magazine</u> . |
| 8. soum look ŋkuy leən mephleət' tih. | Won't you have a seat <u>for a moment</u> . |
| 9. <u>ñceəñ</u> ŋkuy leən mephleət' tih. | <u>Please</u> have a seat for a moment. |

Drill D. Response

- | | |
|---|--|
| MODEL: <u>Teacher</u> : look kə? so? ' teh? | How about a shampoo? |
| <u>Student</u> : m-bac kə? so? oy khñom' teh! | It's not necessary to give me a shampoo. |
| 1. look kao puk mó't' teh? | How about a shave? |
| m-bac kao puk mó't oy khñom' teh! | It's not necessary to give me a shave. |
| 2. look thee tesay' teh? | How about a massage? |
| m-bac thee tesay oy khñom' teh! | It's not necessary to give me a massage. |
| 3. look vëek cəhien' teh? | How about moving the part? |
| m-bac vëek cəhien cəen oy khñom' teh! | It's not necessary to move the part. |
| 4. look khat sbæk-cəen' teh? | How about a shoeshine? |
| m-bac khat sbæk-cəen oy khñom' teh! | It's not necessary to shine my shoes. |
| 5. look crəp puk mó't' teh? | How about a mustache trim? |
| m-bac crəp puk mó't oy khñom' teh! | It's not necessary to trim my mustache. |
| 6. look ut aaw' teh? | How about pressing your coat? |
| m-bac ut aaw oy khñom' teh! | It's not necessary to press my coat. |

MODEL: <u>Teacher:</u>	səʔ, kat oy khləy ntəc, look? (tuk oy vɛɛŋ)	The hair, shall I cut it a little short? (leave long)
<u>Student:</u>	tee, tuk oy vɛɛŋ mɛdoŋ!	No, leave it long.

1. sac, kat oy sdaɛŋ ntəc, look? (tuk oy krah) tee, tuk oy krah mɛdoŋ!	The meat, shall I cut it a little thin? (leave thick) No, leave it thick.
2. smaw, kat oy khləy ntəc, look? (tuk oy yɛɛŋ) tee, tuk oy vɛɛŋ mɛdoŋ!	The grass, shall I cut it a little short? (leave long) No, leave it long.
3. laan, lian oy sʔaat ntəc, look? (tuk oy kəkʰvəʔ) tee, tuk oy kəkʰvəʔ mɛdoŋ!	The car, shall I clean it up a little? (leave dirty) No, leave it dirty.
4. kɔŋ, sɔp oy tɛŋ ntəc, look? (tuk oy thuu) tee, tuk oy thuu mɛdoŋ!	The tire, shall I pump it up a little more? (leave low) No, leave it low.
5. nialikkaa, daʔ oy lien ntəc, look? (tuk oy ylit) tee, tuk oy ylit mɛdoŋ!	The watch, shall I set it forward a little? (leave slow) No, just leave it slow.

MODEL: <u>Teacher:</u>	tuk oy vɛɛŋ mədɔɔŋ, look?	Shall I just leave it long?
	(kat oy khley)	(cut it short)
<u>Student:</u>	tee, kat oy khley' ntɛc.	No, cut it a little short.
1.	tuk oy krah mədɔɔŋ, look?	Shall I just leave it thick?
	(kat oy sdaɛŋ)	(cut it thin)
	tee, kat oy sdaɛŋ' ntɛc.	No, cut it a little thin.
2.	tuk oy vɛɛŋ mədɔɔŋ, look?	Shall I just leave it long?
	(kat oy khley)	(cut it short)
	tee, kat oy khley' ntɛc.	No, cut it a little short.
3.	tuk oy kɛkhvɔʔ mədɔɔŋ, look?	Shall I just leave it dirty?
	(liɑŋ oy sʔaat)	(clean it up)
	tee, liɑŋ oy sʔaat' ntɛc.	No, clean it up a little.
4.	tuk oy thuu mədɔɔŋ, look?	Shall I just leave it low?
	(sɔp oy tɛŋ)	(pump it up)
	tee, sɔp oy tɛŋ' ntɛc.	No, pump it up a little.
5.	tuk oy ylit mədɔɔŋ, look?	Shall I just leave it slow?
	(daʔ oy lien)	(set it fast)
	tee, daʔ oy lien' ntɛc.	No, set it a little fast.

Drill G. Transformation: One Sentence from Two.

MODEL: Teacher: khñom cuun pepún khñom I'm taking my wife to the
 laeŋ kpal-hoh! kót plane, at nine o'clock.
 tiw sòk amerik! She's going to America.
Student: khñom cuun pepún khñom I'm taking my wife to the
 laeŋ kpal-hoh tiw sòk plane for America.
 amerik!

1. s'aek khñom cuun p'oun khñom tiw Tomorrow I'm taking my younger
 psaa! via niŋ kat so? brother to the market. He's
 going to get a haircut.
 s'aek khñom cuun p'oun khñom tiw Tomorrow I'm taking my younger
 psaa kat so? brother to the market to get
 a haircut.
2. s'aek khñom cuun pepún khñom tiw Tomorrow I'm taking my wife to
 lee-žaat! kót niŋ thoot ruup! Le Jade. She's going to get
 her picture taken.
 s'aek khñom cuun pepún khñom tiw Tomorrow I'm taking my wife to
 lee-žaat thoot ruup! Le Jade to get her picture taken.
3. thŋay saw khñom niŋ nóm koun khñom On Saturday I'm taking my son to
 tiw psaa! kee niŋ tiñ kenat! the market. He's going to buy
 cloth.
 thŋay saw khñom niŋ nóm koun khñom On Saturday I'm taking my son to
 tiw psaa tiñ kenat! the market to buy cloth.
4. leŋiee nih khñom tiw psaa! khñom This evening I'm going to the
 niŋ tiñ kephleeŋ muoy! market. I'm going to buy a gun.
 leŋiee nih khñom tiw psaa tiñ This evening I'm going to the
 kephleeŋ muoy! market to buy a gun.
5. atit kraoy khñom tiw ñiw yóok! Next week I'm going to New York.
 khñom niŋ meel kon! I'm going to see a movie.
 atit kraoy khñom tiw ñiw yóok Next week I'm going to New York
 meel kon! to see a movie.

MODEL: Teacher: kao puk mót they m tón? Sure there's time for a shave.
nıw cıaŋ məmaoŋ tiet dæ. You have more than an hour.

Student: cıaŋ məmaoŋ, kao puk mót With more than an hour,
tón' əh. there's time for a shave.

1. bæk they m dól? nıw cıaŋ bey Sure we can make it! There's over
liit tiet dæ. three litres left.
cıaŋ bey liit'n, bæk dól' əh. With over three litres, we can
make it there.

2. thee they m kòan? nıw cıaŋ pèam Sure there's enough to make it!
selek tiet dæ. There's over five sheets left.
cıaŋ pèam selek'ŋ, thee kòan' əh. With over five sheets, there's
enough to make it.

3. tıw they m tón? nıw cıaŋ kelah Sure we'll be there in time!
maoŋ tiet dæ. There's over half an hour left.
cıaŋ kelah maoŋ, tıw tón' əh. With over half an hour, we'll
be there in time.

4. ñam they m kòan? nıw cıaŋ Sure there's enough to eat!
mə-kelou tiet dæ. There's more than a kilo left.
cıaŋ mə-kelou, ñam kòan' əh. With more than a kilo, there'll
be enough to eat.

5. thee they m baan? nıw cıaŋ Sure it can be done! There's
meróoy tiet dæ. over 100 left.
cıaŋ meróoy, thee baan' əh. With over 100, it can be done.

Drill I. Transformation

MODEL: Teacher: cíaŋ memaŋ, kao puk mót
tón' eh.

Student: kao puk mót they m tón?
níw cíaŋ memaŋ tiet
dæ.

With more than an hour,
there's time for a shave.

Sure there's time for a shave!

You have more than an hour.

1. cíaŋ bæy liit'n, bæk dól' eh.

bæk they m dól? níw cíaŋ bæy
liit tiet dæ.

With over three litres, we can
make it there.

Sure we can make it! There's
over three litres left.

2. cíaŋ pèam selek'ŋ, thee kòan'
eh.

thee they m kòan? níw cíaŋ pèam
selek tiet dæ.

With over five sheets, there's
enough to make it.

Sure there's enough to make it!
There's over five sheets left.

3. cíaŋ kelah maŋ, tíw tón' eh.

tíw they m tón? níw cíaŋ kelah
maŋ tiet dæ.

With over half an hour, we'll be
there in time.

Sure we'll be there in time!
There's over half an hour left.

4. cíaŋ me-kelou, ñam kòan' eh.

ñam they m kòan? níw cíaŋ
me-kelou tiet dæ.

With more than a kilo, there'll
be enough to eat.

Sure there's enough to eat!
There's more than a kilo left.

5. cíaŋ meróoy, thee baan' eh.

thee they m baan? níw cíaŋ
meróoy tiet dæ.

With over 100, it can be done.

Sure it can be done! There's
over 100 left.

UNIT 44

BASIC DIALOGUE

Civilian

1. ot tooh! look cia tehian' ih?

Pardon me, are you a soldier?

Soldier

2. baat!

Yes.

Civilian

3. look móo? pii-naa?

Where do you come from?

Soldier

4. baat, khñom kaet niw kepuy spii.

I was born in Kompong Speu.

5. petae kraoy khñom coul thee tehian,
kee pecuun khñom tiw svaay rien!

But after I became a soldier,
they sent me to Svai Rieng.

Civilian

6. look pé? sa? pemaan?

What rank are you?

Soldier

7. baat, khñom pé? sa? muoy!

I'm a second lieutenant.

Civilian

8. look coul-cet' teh, thee tehian?

Do you like being a soldier?

Soldier

9. khñom pebaa? thaa..

That's hard to say.

Civilian

10. look dael tiw chbañ' teh?

Have you ever gone to fight?

Soldier

11. chbañ inaa? khñom teep-m ceñ
pii salaa chnam tiw.

What do you mean fight? I just
got out of school last year.

Civilian

12. mec baan-te look methae tehian?

How did you come to be a soldier?

Soldier

13. khñom m den dae, petae khñom
coul-cet tehian tañ-pii
touc' mih.

I don't know, but I liked
soldiering since I was small.

Civilian

14. pebaa? ' teh, thee tehian?

Is it hard to be a soldier?

Soldier

15. pebaa? nteac dae, mian
chbap-telóp cèen' ah.

It's a little hard, there are a
lot of regulations.

Civilian

16. look mronj thee tehian lehout'
ih?

Do you intend to be a soldier
from now on (as a career)?

Soldier

17. meel tiw lehout' eh, púh cefñ
tiw, m deñj thee ey' teh!

I guess for a career (from now
on), because if I got out,
I wouldn't know what to do.

DIALOGUE FOR COMPREHENSION

- | | |
|---|--|
| 1. ot tooh, look cia tehian rih? | 2. baat. |
| 3. look móo? pii-naa? | 4. baat, khñom kaet niw kompuñ spii. |
| | 5. pontae kraoy khñom coul thvee
tehian, kee boñcuun khñom tiw
svaay rien! |
| 6. look pé? sa? ponmaan? | 7. baat, khñom pé? sa? muoy! |
| 8. look coul-cet tee, thvee tehian? | 9. khñom pibaa? thaa. |
| 10. look dael tiw chbañ' tee? | 11. chbañ aenaa? khñom teep-niñ
ceñ pii salaa chnam tiw. |
| 12. mec baan-cia look móo? thvee tehian? | 13. khñom min deñj dae, pontae khñom
coul-cet tehian tañ-pii touc
moleh. |
| 14. pibaa? tee, thvee tehian? | 15. pibaa? bontec dae, mian
chbap-tumlóp craen nah. |
| 16. look bomronj thvee tehian
róohout rih? | 17. meel tiw róohout haey, pruh
ceñ tiw, min deñj thvee ey tee. |

NOTE: Expressions of Quoting

You are already familiar with the use of the conjunction /thaa/ to introduce quotations of words actually spoken (see Note, Unit 15). Another similar use of /thaa/ is after verbs of knowing, thinking, believing, remembering, etc., where it introduces quotations of words which may never have been spoken by anybody. A partial list of such verbs follows:

deɣ	to know	cam	to remember
kit	to think	phlic	to forget
nik-kheeff	to think of	cie, cie-céʔ	to believe
smaan	to think, surmise	sqkhim	to hope
lii	to hear	khlaac	to fear
yul	to understand		

Note that /thaa/ does not invariably follow such verbs, however, even when quoted material is included. /thaa/ occurs only when the verbal construction parallels that of the verbs referring to actual speaking.

Examples: kee péap khñom thaa kót cia kruu peet.

'They told me that he's a doctor.'

khñom deɣ thaa kót cia kruu peet.

'I know that he's a doctor.'

taam khñom deɣ, kót cia kruu peet.

'As far as I know, he's a doctor.'

These patterns are practiced in Drills F and G of this unit. (The underlying equivalence expressions being quoted are reviewed in the two drills preceding, D and E.)

It is important to realize that certain verbs having to do with feelings (rather than knowing, etc.) are followed by the conjunction /daoy/ instead of /thaa/. Though such examples are not true quotations, the confusion may arise for you because of the ambiguity of the English conjunction 'that,' which is used in both cases.

Examples: khñom treek-ɔɔ' nah, daoy baan skól look!

'I'm very glad that I got to know you.'

Some of the other uses of /daoy/ are introduced in the next unit (45, Drills B, F, G), but the parallel pattern of 'quotation,' with /daoy/ instead of /thaa/, is not drilled until Unit 49 (Drill J).

The remaining drills of this unit are concerned with the insertion of the enclitic /teh/ in the middle of a question, instead of at its end (A, B), and various time expressions, such as the pre-verbal modifier /teep-m/ (/teep-nɨɣ/) 'just now, recently, just' (C) and the conjunction /taɲ-pii/ 'since' (I, J).

NEW VOCABULARY: Military Terms1. Branches of Service

thee (thvæ) tehian	do military service
tehian	member of armed forces
tehian cœŋ kook	soldier, infantryman
tehian cœŋ tik	sailor, marine
tehian chat yooŋ	paratrooper
tehian kpal-hoh	airman

2. Army Units

kœŋ	unit (general)
kœŋ pul thom	division
kœŋ veré?- seenaa thom	regiment
kœŋ veré?- seenaa touc	battalion
kœŋ anu?- seenaa thom	company
kœŋ anu?- seenaa touc	platoon
tóp lebaat	patrol, squad

3. Ranks (translated in terms of the Army-- naval ranks are similar)

nief tehian, mee tehian	officer
udom-seeney	general
veré?-seeney ask	colonel
veré?-seeney too	lieutenant colonel
veré?-seeney trey	major
anu?-seeney ask (pé? sa? bey)	captain
anu?-seeney too (pé? sa? pii)	1st. lieutenant
anu?-seeney trey (pé? sa? muoy)	2nd. lieutenant
nief commœŋ	warrant officer
koun tehian	enlisted man
pul-baal ask	sgt. major
pul-baal too	chief sergeant
pul-baal trey	sergeant
nief ask	chief corporal
nief too	corporal
pul ask	p.f.c.
púl too	private

DRILLS

Drill A. Substitution

- | | |
|---|--|
| 1. look coul-cet' eh?... thee <u>tehian</u> . | Do you like being a soldier? |
| 2. look coul-cet' eh?... thee <u>smien</u> . | Do you like being a <u>secretary</u> ? |
| 3. <u>kót</u> coul-cet' eh?... thee smien. | Does <u>he</u> like being a secretary? |
| 4. <u>kót</u> coul-cet' eh?... thee <u>kruu</u> . | Does he like being a <u>teacher</u> ? |
| 5. <u>via</u> coul-cet' eh?... thee kruu. | Does <u>he</u> like being a teacher? |
| 6. via coul-cet' eh?... thee <u>srae</u> . | Does he like being a <u>farmer</u> ? |
| 7. <u>kee</u> coul-cet' eh?... thee srae. | Do <u>they</u> like being farmers? |
| 8. kee coul-cet' eh?... thee <u>tehian</u> . | Do they like being <u>soldiers</u> ? |
| 9. look coul-cet' eh?... thee <u>tehian</u> . | Do <u>you</u> like being a soldier? |

Drill B. Substitution

- | | |
|--|---------------------------------------|
| 1. pebaa' ' eh?... thee <u>tehian</u> . | Is it hard to be a soldier? |
| 2. pebaa' ' eh?... thee <u>smien</u> . | Is it hard to be a <u>secretary</u> ? |
| 3. pebaa' ' eh?... thee <u>kruu</u> . | Is it hard to be a <u>teacher</u> ? |
| 4. pebaa' ' eh?... thee <u>srae</u> . | Is it hard to be a <u>farmer</u> ? |
| 5. pebaa' ' eh?... thee <u>ciaŋ kat so' 'ŋ</u> . | Is it hard to be a <u>barber</u> ? |
| 6. pebaa' ' eh?... thee <u>ciaŋ kat</u>
<u>khao-aaw</u> . | Is it hard to be a <u>tailor</u> ? |
| 7. pebaa' ' eh?... thee <u>tehian</u> . | Is it hard to be a <u>soldier</u> ? |

Drill C. Substitution

- | | |
|--|--|
| 1. khñom teep-m móo pii <u>sala</u> . | I just came from school. |
| 2. khñom teep-m móo pii <u>svaay rien</u> . | I just came from <u>Svaay Rieng</u> . |
| 3. <u>kee</u> teep-m móo pii <u>svaay rien</u> . | <u>They</u> just came from Svaay Rieng. |
| 4. kee teep-m móo pii <u>poh'ŋ</u> . | They just came from <u>the post office</u> . |
| 5. <u>kót</u> teep-m móo pii <u>poh'ŋ</u> . | <u>He</u> just came from the post office. |
| 6. <u>kót</u> teep-m móo pii <u>m-piñ</u> . | He just came from <u>Phnom Penh</u> . |
| 7. <u>look</u> teep-m móo pii <u>m-piñ</u> . | <u>He (you)</u> just came from Phnom Penh. |
| 8. look teep-m móo pii <u>otael</u> . | He (you) just came from <u>the hotel</u> . |
| 9. <u>khñom</u> teep-m móo pii <u>otael</u> . | <u>I</u> just came from the hotel. |

- | | |
|---|--------------------------------------|
| 10. khñom teep-m móo pii <u>m-piñ</u> . | I just came from <u>Phnom Penh</u> . |
| 11. <u>via</u> teep-m móo pii m-piñ. | <u>He</u> just came from Phnom Penh. |
| 12. via teep-m móo pii <u>salaa</u> . | He just came from <u>school</u> . |
| 13. <u>khñom</u> teep-m móo pii salaa. | <u>I</u> just came from school. |

Drill D. Positive Response

MODEL: Teacher: kót cia aavekaa, meen' eh? He's a lawyer, isn't he?
 Student: baat, kót cia aavekaa meen! Yes, he is a lawyer.

- | | |
|--|---|
| 1. kót cia kruu peet, meen' eh?
baat, kót cia kruu peet meen! | He's a doctor, isn't he?
Yes, he <u>is</u> a doctor. |
| 2. kót cia cawvaay khaet, meen' eh?
baat, kót cia cawvaay khaet meen! | He's a governor, isn't he?
Yes, he <u>is</u> a governor. |
| 3. kót cia koun tehian, meen' eh?
baat, kót cia koun tehian meen! | He's an enlisted man, isn't he?
Yes, he <u>is</u> an enlisted man. |
| 4. kót cia niey tehian, meen' eh?
baat, kót cia niey tehian meen! | He's an officer, isn't he?
Yes, he <u>is</u> an officer! |
| 5. kót cia rótmuntrey, meen' eh?
baat, kót cia rótmuntrey meen! | He's a cabinet minister, isn't he?
Yes, he <u>is</u> a cabinet minister. |
| 6. kót cia kruu, meen' eh?
baat, kót cia kruu meen! | He's a teacher, isn't he?
Yes, he <u>is</u> a teacher. |

Drill E. Positive and Negative Response: Double Model.

POSITIVE MODEL:

Teacher: kót cia aavekaa, meen' eh? He's a lawyer, isn't he?
 (aavekaa) (lawyer)
Student: baat, kót cia aavekaa meen! Yes, he's a lawyer.

NEGATIVE MODEL:

Teacher: kót cia aavekaa, meen' eh? He's a lawyer, isn't he?
 (kruu) (teacher)
 Student: .tee, m meen' teh! kót No, he's not. He's a teacher.
 cia kruu!

- | | |
|---|---|
| 1. kót cia kruu peet, meen' eh?
(niey tehian)
tee, m meen' teh! kót cia
niey tehian! | He's a doctor, isn't he?
(officer)
No, he's not. He's an officer. |
|---|---|

- | | |
|--|---|
| 2. kót cia kruu peet, meen' eh?
(kruu peet)
baat, kót cia kruu peet meen' | He's a doctor, isn't he?
(doctor)
Yes, he's a doctor. |
| 3. kót cia cawvaay khaet, meen' eh?
(rótmuntrey)
tee, m meen' teh! kót cia
rótmuntrey! | He's a governor, isn't he?
(minister)
No, he's not. He's a minister. |
| 4. kót cia koun téhian, meen' eh?
(niey téhian)
tee, m meen' teh! kót cia
niey téhian! | He's an enlisted man, isn't he?
(officer)
No, he's not. He's an officer. |
| 5. kót cia niey téhian, meen' eh?
(niey téhian)
baat, kót cia niey téhian meen' | He's an officer, isn't he?
(officer)
Yes, he's an officer. |
| 6. kót cia rótmuntrey, meen' eh?
(cawvaay khaet)
tee, m meen' teh! kót cia
cawvaay khaet! | He's a minister, isn't he?
(governor)
No, he's not. He's a governor. |
| 7. kót cia kruu, meen' eh?
(koun téhian)
tee, m meen' teh! kót cia koun
téhian! | He's a teacher, isn't he?
(enlisted man)
No, he's not. He's an enlisted
man. |
| 8. kót cia koun téhian, meen' eh?
(koun téhian)
baat, kót cia koun téhian meen' | He's an enlisted man, isn't he?
(enlisted man)
Yes, he's an enlisted man. |

Drill F. Substitution

- | | |
|---|---|
| 1. khñom lli thaa kót cia cawvaay
khaet! | I heard that he was a governor. |
| 2. khñom lli thaa kót cia <u>rótmuntrey</u> ! | I heard that he was a <u>minister</u> . |
| 3. <u>taam khñom smaan</u> kót cia rótmuntrey! | <u>In my opinion</u> he is a minister. |
| 4. taam khñom smaan kót cia <u>aavekaa</u> ! | In my opinion he is a <u>lawyer</u> . |
| 5. <u>kee pèap khñom thaa</u> kót cia aavekaa! | <u>They tell</u> me that he is a lawyer. |
| 6. kee pèap khñom thaa kót cia <u>kruu</u>
<u>peet</u> ! | They tell me that he is a <u>doctor</u> . |
| 7. <u>taam khñom døj</u> kót cia kruu peet. | <u>As far as I know</u> he is a doctor. |

- | | |
|--|---|
| 8. taam khñom døj kót cia <u>niey tehian!</u> | As far as I know he is an <u>officer</u> . |
| 9. <u>khñom døj chbah thaa</u> kót cia niey <u>tehian!</u> | <u>I know for sure</u> that he is an <u>officer</u> . |
| 10. khñom cøj chbah thaa kót cia <u>koun tehian.</u> | I know for sure that he is an <u>enlisted man</u> . |
| 11. <u>khñom smaan thaa</u> kót cia koun <u>tehian!</u> | <u>I think</u> that he is an enlisted man. |
| 12. khñom smaan thaa kót cia <u>cawvaay khaet!</u> | I think that he is the <u>governor</u> . |
| 13. <u>khñom lli thaa</u> kót cia cawvaay <u>khaet!</u> | <u>I heard that</u> he was the governor. |

Drill G. Substitution

- | | |
|--|---|
| 1. khñom lli thaa kót cia cawvaay <u>khaet!</u> | I heard that he was the <u>governor</u> . |
| 2. khñom lli thaa kót cia <u>tehian!</u> | I heard that he was a <u>soldier</u> . |
| 3. <u>khñom phlic haey thaa</u> kót cia | <u>I forgot that</u> he was soldier. |
| 4. khñom phlic haey thaa kót cia <u>tehian!</u>
<u>né? rieccekaa!</u> | I forgot that he was a <u>government official</u> . |
| 5. <u>khñom cie-cé? thaa</u> kót cia <u>né? rieccekaa!</u> | <u>I believe that</u> he is a government official. |
| 6. khñom cie-cé? thaa kót cia <u>smien!</u> | I believe that he is a <u>secretary</u> . |
| 7. <u>khñom cam thaa</u> kót cia smien! | <u>I remember that</u> he is a secretary. |
| 8. khñom cam thaa kót cia <u>koun tehian!</u> | I remember that he is an <u>enlisted man</u> . |
| 9. khñom cam thaa kót cia <u>cawvaay khaet.</u> | I remember that he is the <u>governor</u> . |
| 10. <u>khñom lli thaa</u> kót cia cawvaay <u>khaet!</u> | <u>I heard that</u> he was the governor. |

Drill H. Substitution

- | | |
|---|--------------------------------------|
| 1. puo?-maa? kót cia <u>tehian!</u> | His friend is a <u>serviceman</u> . |
| 2. puo?-maa? kót cia <u>tehian ceøj kook!</u> | His friend is a <u>soldier</u> . |
| 3. puo?-maa? kót cia <u>tehian ceøj tik!</u> | His friend is a <u>sailor</u> . |
| 4. puo?-maa? kót cia <u>tehian chat yoon!</u> | His friend is a <u>paratrooper</u> . |
| 5. puo?-maa? kót cia <u>tehian kpal-hoh!</u> | His friend is an <u>airman</u> . |
| 6. puo?-maa? kót cia <u>tehian!</u> | His friend is a <u>serviceman</u> . |

Drill I. Substitution

- | | |
|--|---|
| 1. khñom coul-cet tehian taŋ-pii
touc 'ñ. | I liked being a soldier since I
was small. |
| 2. kót coul-cet tehian taŋ-pii
touc 'ñ. | <u>He</u> liked being a soldier since
he was small. |
| 3. kót coul-cet tehian taŋ-pii
<u>khmeen</u> . | He liked being a soldier since
he was <u>young</u> . |
| 4. <u>via</u> coul-cet tehian taŋ-pii
khmeen. | <u>He</u> liked being a soldier since
he was young. |
| 5. via coul-cet tehian taŋ-pii
<u>yuu nah móo haey</u> . | He liked being a soldier since
<u>a long time ago</u> . |
| 6. <u>khñom</u> coul-cet tehian taŋ-pii
yuu nah móo haey. | <u>I</u> like being a soldier since a
long time ago. |
| 7. khñom coul-cet tehian taŋ-pii
<u>daem' móo</u> . | I liked being a soldier <u>from the</u>
<u>beginning</u> . |
| 8. <u>kee</u> coul-cet tehian taŋ-pii
daem' móo. | <u>They</u> liked being soldiers from
the beginning. |
| 9. kee coul-cet tehian taŋ-pii
<u>touc 'ñ</u> . | They liked being soldiers since
<u>they were small</u> . |
| 10. <u>khñom</u> coul-cet tehian taŋ-pii
touc 'ñ. | <u>I</u> liked being a soldier since I
was small. |

Drill J. Response

- | | |
|---|--|
| MODEL: <u>Teacher</u> : look thee tehian taŋ-pii
chnam naa' móo?
(hoksep-bey) | Since what year have you been
in the service? ('63) |
| <u>Student</u> : khñom thee tehian taŋ-pii
chnam hoksep-bey! | I've been in the service
since '63. |
| 1. look thee tehian taŋ-pii chnam
naa' móo? (haasep-pmpil)
khñom thee tehian taŋ-pii chnam
haasep-pmpil! | Since what year have you been in
the service? ('57)
I've been in the service since
'57. |
| 2. look thee tehian ceen kook taŋ-pii
chnam naa' móo? (haasep-pmmuoy)
khñom thee tehian ceen kook taŋ-pii
chnam haasep-pmmuoy! | Since what year have you been an
infantryman? ('56)
I've been an infantryman since
'56. |
| 3. look thee tehian ceen tik taŋ-pii
chnam naa' móo? (haasep-pèam)
khñom thee tehian ceen tik taŋ-pii
chnam haasep-pèam! | Since what year have you been a
sailor? ('55)
I've been a sailor since '55. |

- | | |
|---|--|
| 4. look thee tehian chat yooŋ taŋ-pii
chnam naa' móo? (hoksep-muoy)
khñom thee tehian chat yooŋ taŋ-pii
chnam hoksep-muoy! | Since what year have you been a
paratrooper? ('61)
I've been a paratrooper since
'61. |
| 5. look thee tehian kpal-hoh taŋ-pii
chnam naa' móo? (hoksep-pii)
khñom thee tehian kpal-hoh taŋ-pii
chnam hoksep-pii! | Since what year have you been
an airman? ('62)
I've been an airman since '62. |
| 6. look thee aavekaa taŋ-pii chnam
naa' móo? (haasep-pmbey)
khñom thee aavekaa taŋ-pii chnam
haasep-pmbey! | Since what year have you been
a lawyer? ('58)
I've been a lawyer since '58. |
| 7. look thee kùu bñien taŋ-pii chnam
naa' móo? (haasep-pmbuon)
khñom thee kùu bñien taŋ-pii chnam
haasep-pmbuon! | Since what year have you been
a teacher? ('59)
I've been a teacher since '59. |
| 8. look thee tehian taŋ-pii chnam
naa' móo? (hoksep-bey)
khñom thee tehian taŋ-pii chnam
hoksep-bey! | Since what year have you been in
the service? ('63)
I've been in the service since
'63. |

Drill K. Response

- MODEL: Teacher: look cǝñ pii tehian pemaan
chnam' eh? (mëndop) How long ago did you leave
the service? (eleven)
- Student: khñom cǝñ pii tehian mëndop
chnam' eh! I left the service eleven
years ago.
1. look cǝñ pii tehian cǝŋ kook
pemaan chnam' eh? (bǝy-ndop) How long ago did you leave the
army? (thirteen)
khñom cǝñ pii tehian cǝŋ kook
bǝy-ndop chnam' eh! I left the army thirteen years ago.
2. look cǝñ pii tehian cǝŋ tik pemaan
chnam' eh? (buon-ndop) How long ago did you leave the
navy? (fourteen)
khñom cǝñ pii tehian cǝŋ tik
buon-ndop chnam' eh! I left the navy fourteen years
ago.

3. look cǝñ pii təhian chat yooŋ
pəmaən cħnam' əh? (pəam-ndəp)
khñom cǝñ pii təhian chat yooŋ
pəam-ndəp cħnam' əh!

How long ago did you leave the
paratroops? (fifteen)
I left the paratroops fifteen
years ago.

4. look cǝñ pii təhian kpal-həh
pəmaən cħnam' əh? (pmmuoy-ndəp)
khñom cǝñ pii təhian kpal-həh
pmmuoy-ndəp cħnam' əh!

How long ago did you leave the
air force? (sixteen)
I left the air force sixteen
years ago.

5. look cǝñ pii təhian pəmaən
cħnam' əh? (pmpil-ndəp)
khñom cǝñ pii təhian pmpil-ndəp
cħnam' əh!

How long ago did you leave the
service? (seventeen)
I left the service seventeen
years ago.

UNIT 45

NARRATION

1. look dɛŋ' tɛh? khñom mian puo?-maa? mɛné? nɪw cɛmuoy khñom.
2. kót theə tɛhian.
3. kót pe? sa? pii.
4. kót coul-cet dae leen' nah.
5. cɔŋ atit mun nih, khñom dae leen cɛmuoy kót ɔh peel methray.

1. Did you know? I have a friend staying with me.
2. He's in the service.
3. He's a first lieutenant.
4. He really likes to walk around town.
5. Last weekend I spend a whole day walking around with him.

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6. mun damboun, yeen tiw psaa thmey. ruoc haey yeen tiw rɔo tiñ kenat.
7. yeen coul haan lú? kenat pii-bey.
8. kraoy tiñ kenat ruoc haey, yeen kɔ tiw phtéh dɛə khao-aaw.
9. maon cit dɔp-pii haey, yeen kɔ coul ñam baay nɪw restorɔŋ muoy, nɪw kraom otael delaa poost.

6. First of all, we went to the New Market. Then we went shopping for cloth.
7. We went into two or three cloth stores.
8. After we had bought the cloth, we then went to a tailor shop.
9. Near twelve o'clock, we went in to eat at a restaurant, behind the Hotel de la Poste.

- - - - -

10. luh ñam baay ruoc, yeen kɔ nóm khnia tiw kat sɔ?
11. daoy kót cia tɛhian, puo?-maa? khñom kót coul-cet kat sɔ? khley.
12. khñom, khñom coul-cet tuk sɔ? vɛɛŋ.
13. kraoy yeen kat sɔ? ruoc haey, khñom cɔŋ tiw phtéh.
14. pontae puo?-maa? khñom kót cɔŋ dae leen nteɛ tiet.

10. When we finished eating, we went together to get our hair cut.
11. Being in the service, my friend likes his hair cut short.
12. Me, I like to leave my hair long.
13. After we finished getting haircuts, I wanted to go home.
14. But my friend wanted to keep on walking around a while longer.

- - - - -

15. kót suo khñom thaa: look dael aoy kee tiey aoy' teh?
 16. khñom ko chlaey thaa: khñom m-dael aoy nanaa tiey aoy khñom soh!
 17. doucchneh haey, kót koo nóm khñom tiw phtéh kruu tiey mené'.
 18. yeey niyiey leey cemuoey kruu tiey oh peel pehael memaoy.
 19. too pii nuh yeey ko telop tiw phtéh.
 20. daoy oh komlaey peek, yeey ko coul keen.
15. He asked me, 'Have you ever had your fortune told?'
 16. I answered, 'I've never had my fortune told by anyone at all.'
 17. That being the case, he took me to the house of a fortune teller.
 18. We stayed there talking with the fortune teller for maybe an hour.
 19. From there we went on home.
 20. Since we were so tired, we went to bed.

NOTE: Expressions of Accompaniment

1. /daoy/ 'with, by'

This item is both a preposition and a conjunction. As a preposition, it is easily translated and presents no grammatical difficulties; it is usually equivalent to /taam/:

phñae taam yún-hoh.

phñae daoy yún-hoh.

'Send it by plane.'

As a conjunction, however, /daoy/ is used to introduce subordinate clauses in two distinct ways. If the /daoy/-clause comes after the main clause, the connection between the two clauses is one of close accompaniment:

khñom treek-co' nah, daoy baan skól look.

'I'm very glad that I got to meet you.'

(See Notes, Units 44 and 49.)

If the /daoy/-clause precedes the main clause, the meaning is something like 'accompanying circumstance,' and often a cause-and-effect relationship is present:

daoy kót cia tēhian, puo'-maa' khñom coul-cet kat so' khlēy.

'Being in the service, my friend likes to have his hair cut short.'

This pattern is illustrated in Drill B of this unit.

When /daoy/ in the first clause is reinforced by the particle /ko/, which comes immediately after the subject of the second clause, the cause-effect relationship is much stronger, and /daoy/ here is nearly equivalent to /pruh/ 'because':

daoy oh komlaey peek, yeey ko coul keen.

'Being very tired, we went to bed.'

(Because we were very tired, we went to bed.)

This pattern is illustrated in Drill F, and transformed into two independent clauses, the second being introduced by /douccnɛh haey/ 'for that reason,' in Drill G. Note that the particle /ko/ does not occur in the transformation, but only in the original pattern.

Some other uses of /ko/, which makes a strong connection between two successive clauses, are illustrated in Drill I.

2. /nóm/ and /cuun/ 'to take or bring (someone somewhere)'

A different kind of accompaniment is represented by two-verb constructions in which the first verb is /nom/ or /cuun/ and the second is a verb of motion with the object always coming between:

kót nóm khñom tɔw phtéh kruu tiey ménéʔ.

'He took me to the house of a fortune teller.'

khñom cuun pʔoun khñom móo leen.

'I brought my younger brother to visit (you).'

The difference in meaning between /nóm/ and /cuun/ is very slight in this construction- both mean essentially 'to lead.' Note, however, that /cuun/ is also a polite version of /aoy/ 'give,' while /nóm/ is not used this way:

khñom tɔw yóoʔ kafee móo cuun.

'I'll go get the coffee for you (to give you).'

Parallel in construction to /nóm... V/ and /cuun... V/ are two-verb expressions such as /yóoʔ... moo/ (in the example above) where physical carrying, rather than mere accompaniment, is involved. Also parallel in construction is the following example:

yeen nóm khnia tɔw kat soʔ.

'We went together to get our hair cut.'

Although this kind of example presents difficulties of translation, the literal meaning is 'We took each other to get our hair cut,' which is exactly parallel to other /nóm... V/ constructions. Note that /cuun/ is seldom used in this way.

Expressions of accompaniment with /nóm/ are illustrated in Drills J and K, where they are transformed into equivalent expressions using /nɔɲ/ 'with' and /cəmuoy khnia/ 'together,' the common prepositions designating accompaniment. /cəmuoy/ 'with' by itself is illustrated in Drills A and H.

Other drills of this unit emphasize adjective opposites in connection with a subject repeated for emphasis (C), and the use of interrogative words after /m-daɛl/ 'never' (D, E).

DRILLS

Drill A. Substitution

- | | |
|---|--|
| 1. coŋ atit mun nih, khñom dae leen
cemuoy kót oh peel methŋay. | Last weekend, I walked around
with him for a whole day. |
| 2. <u>khæ mun</u> nih, khñom dae leen
cemuoy kót oh peel methŋay. | <u>Last month</u> , I walked around with
him for a whole day. |
| 3. khæ mun nih, khñom dae leen
cemuoy kót oh peel <u>buon thŋay</u> . | Last month, I walked around with
him <u>for four days</u> . |
| 4. khæ mun nih, khñom <u>thæe dmnae</u>
cemuoy kót oh peel buon thŋay. | Last month, I <u>took a trip</u> with
him for four days. |
| 5. <u>chnam tiw</u> , khñom thæe dmnae cemuy
kót oh peel buon thŋay. | <u>Last year</u> , I took a trip with him
for four days. |
| 6. chnam tiw, khñom thæe dmnae cemuy
kót oh peel <u>mæ-atit</u> . | Last year, I took a trip with him
<u>for a week</u> . |
| 7. chnam tiw, khñom <u>dae leen</u> cemuy
kót oh peel mæ-atit. | Last year, I <u>walked around</u> with
him for a week. |
| 8. <u>khæ viccækaa</u> , khñom dae leen
cemuoy kót oh peel mæ-atit. | <u>In November</u> , I walked around with
for a week. |
| 9. khæ viccækaa, khñom dae leen
cemuoy kót oh peel <u>methŋay</u> . | In November, I walked around with
him <u>for a whole day</u> . |
| 10. <u>coŋ atit mun nih</u> , khñom dae leen
cemuoy kót oh peel methŋay. | <u>Last weekend</u> , I walked around
with him for a whole day. |

Drill B. Substitution

- | | |
|---|---|
| 1. daoy kót cia tēhian, puo?-maa
khñom coul-cet kat so? khley. | Being in the service, my friend
likes his hair cut short. |
| 2. daoy kót cia tēhian, puo?-maa khñom
coul-cet tiñ eyvan thaok-thaok. | Being in the service, my friend
likes <u>to buy inexpensive things</u> . |
| 3. daoy kót cia <u>koun seh</u> , puo?-maa?
khñom coul-cet tiñ eyvan
thaok-thaok. | Being <u>a student</u> , my friend likes
to buy inexpensive things. |
| 4. daoy kót cia koun seh, puo?-maa?
khñom coul-cet <u>tuk so? vœŋ</u> . | Being a student, my friend likes
to <u>leave his hair long</u> . |
| 5. daoy kót cia <u>kruu tiey</u> , puo?-maa?
khñom coul-cet tuk so? vœŋ. | Being a <u>fortune teller</u> , my friend
likes to leave his hair long. |

- | | |
|---|---|
| 6. daoy kót cia <u>kruu tiey</u> , puo?-maa?
khñom coul-cet <u>meel riej bouraan</u> . | Being a fortune teller, my friend
likes to <u>read ancient legends</u> . |
| 7. daoy kót cia kruu boṅrien, puo?-maa?
khñom coul-cet meel riej bouraan. | Being a <u>teacher</u> , my friend likes
to read ancient legends. |
| 8. daoy kót cia <u>kruu boṅrien</u> , puo?-maa?
khñom coul-cet <u>coul keenj pii pelup</u> . | Being a teacher, my friend likes
to <u>go to bed early</u> . |
| 9. daoy kót cia <u>tehian</u> , puo?-maa? khñom
coul-cet coul keenj pii pelup. | Being <u>in the service</u> , my friend
likes to go to bed early. |
| 10. daoy kót cia tehian, puo?-maa? khñom
coul-cet <u>kat so? khley</u> . | Being in the service, my friend
likes <u>his hair cut short</u> . |

Drill C. Transformation

- | | |
|--|---|
| MODEL: <u>Teacher</u> : puo?-maa? khñom coul-cet
kat so? khley.
(tuk so? veen) | My friend likes his hair cut
short. (leave hair long) |
| <u>Student</u> : khñom, khñom coul-cet
tuk so? veen. | Me, I like to leave my hair
long. |
| 1. puo?-maa? khñom coul-cet tiñ
khao-aaw thaok-thàok. (thlay)
khñom, khñom coul-cet tiñ
khao-aaw thlay. | My friend likes to buy inexpensive
clothing. (expensive)
Me, I like to buy expensive
clothing. |
| 2. puo?-maa? khñom coul-cet meel
riej bouraan. (semay)
khñom, khñom coul-cet meel riej
semay. | My friend likes to read ancient
stories. (modern)
Me, I like to read modern
stories. |
| 3. puo?-maa? khñom coul-cet coul
keenj pii pelup. (yup ntéc)
khñom, khñom coul-cet coul keenj
yup ntéc. | My friend likes to go to bed
early. (rather late)
Me, I like to go to bed rather
late. |
| 4. puo?-maa? khñom coul-cet laan
thom. (touc)
khñom, khñom coul-cet laan touc. | My friend likes big cars.
(small)
Me, I like small cars. |
| 5. puo?-maa? khñom coul-cet sbaek-ceen
thruñ. (sraal)
khñom, khñom coul-cet sbaek-ceen
sraal. | My friend likes heavy shoes.
(light)
Me, I like light shoes. |

6. puo?-maa? khñom coul-cet baek
laan lien. (yiit)
khñom, khñom coul-cet baek laan
yiit.

My friend likes to drive fast.
(slow)
Me, I like to drive slow.

Drill D. Response

MODEL: Teacher: look dael aoy kee tiey
aoy' teh?

Have you ever had your
fortune told?

Student: khñom m-dael aoy nenea
tieg aoy khñom soh!

I've never had my fortune
told by anybody at all.

1. look dael aoy kee ca? thnam aoy'
teh?
khñom m-dael aoy nenea ca? thnam
aoy khñom soh!

Have you ever had an inoculation?

I've never had anybody inoculate
me at all.

2. look dael aoy kee kao puk mót
teh?
khñom m-dael aoy nenea kao puk
mót aoy khñom soh!

Have you ever had someone shave
you?

I've never had anyone shave me
at all.

3. look dael aoy kee thee tesay aoy' teh?
khñom m-dael aoy nenea thee tesay
aoy khñom soh!

Have you ever had a massage?

I've never had anyone massage
me at all.

4. look dael aoy kee sa? aoy' teh?
khñom m-dael aoy nenea sa? aoy
khñom soh!

Have you ever been tattooed?

I've never had anyone tattoo
me at all.

5. look dael aoy nenea meel day aoy'
teh?
khñom m-dael aoy nenea meel day
aoy khñom soh!

Have you ever had your palm
read?

I've never had anyone read my
palm at all.

6. look dael aoy nenea thee thmifñ aoy'
teh?
khñom m-dael aoy nenea thee thmifñ
aoy khñom soh!

Have you ever had your teeth
worked on?

I've never had anyone work on
my teeth at all.

Drill E. Transformation: Question from Statement.

- MODEL: Teacher: khñom m-daël aoy nēnaa tiey I've never had my fortune
aoy khñom soh! told by anyone at all.
Student: look daël aoy kee tiey Have you ever had your
aoy' teh? fortune told?
1. khñom m-daël aoy nēnaa ca' thnam I've never had anybody inoculate
aoy khñom soh! me at all.
look daël aoy kee ca' thnam aoy' teh? Have you ever had an inoculation?
 2. khñom m-daël aoy nēnaa kao puk mót I've never had anyone shave me
aoy khñom soh! at all.
look daël aoy kee kao puk mót Have you ever had someone shave
aoy' teh? you?
 3. khñom m-daël aoy nēnaa thēe tēsāy I've never had anyone massage
aoy' khñom soh! me at all.
look daël aoy kee thēe tēsāy Have you ever had a massage?
aoy' teh?
 4. khñom m-daël aoy nēnaa sa' aoy I've never had anyone tattoo
khñom soh! me at all.
look daël aoy kee sa' aoy' teh? Have you ever been tattooed?
 5. khñom m-daël aoy nēnaa mēel day I've never had anyone read my
aoy khñom soh! palm at all.
look daël aoy kee mēel day aoy' Have you ever had your palm
teh? read?
 6. khñom m-daël aoy kee thēe thmiñ I've never had anyone work on
aoy khñom soh! my teeth at all.
look daël aoy kee thēe thmiñ Have you ever had your teeth
aoy' teh? worked on?

Drill F. Substitution

1. daoy oh komlaŋ peek, yēeŋ ko Being so tired, we went to bed.
coul keep.
2. daoy oh komlaŋ peek, yēeŋ ko Being so tired, we went back to
telop tiw otael viñ. the hotel.
3. daoy m-sew mian luy, yēeŋ ko Not having much money, we went
telop tiw otael viñ. back to the hotel.
4. daoy m-sew mian luy, yēeŋ ko Not having much money, we took
cih sikhlou tiw. a cyclo.

5. daoy mian peel craen, yeen ko
cih sikhlou tiw.
6. daoy mian peel craen, yeen ko
cih laan chnuol tiw.
7. daoy oh komlan peek, yeen ko
cih laan chnuol tiw.
8. daoy oh komlan peek, yeen ko
coul keen.

Having lots of time, we took
a cyclo.

Having lots of time, we took
a bus.

Being so tired, we took a bus.

Being so tired, we went to bed.

Drill G. Transformation

MODEL: Teacher: 'yeen oh komlan peek.
doucchneh haey yeen
coul keen.

Student: daoy oh komlan peek,
yeen ko coul keen.

We were so tired. Therefore,
we went to bed.

Being so tired, we went to
bed.

1. yeen oh komlan peek. doucchneh
haey, yeen telop tiw otasl viñ.
daoy oh komlan peek, yeen ko
telop tiw otasl viñ.

We were so tired. Therefore, we
went back to the hotel.

Being so tired, we went back to
the hotel.

2. yeen m-sew mian luy. doucchneh
haey, yeen telop tiw otasl viñ.
daoy m-sew mian luy, yeen ko
telop tiw otasl viñ.

We didn't have much money. There-
fore, we went back to the hotel.

Not having much money, we went
back to the hotel.

3. yeen m-sew mian luy. doucchneh
haey, yeen cih sikhlou tiw.
daoy m-sew mian luy, yeen ko
cih sikhlou tiw.

We didn't have much money. There-
fore, we took a cyclo.

Not having much money, we took
a cyclo.

4. yeen mian peel craen. doucchneh
haey, yeen cih sikhlou tiw.
daoy mian peel craen, yeen ko
cih sikhlou tiw.

We had lots of time. Therefore,
we took a cyclo.

Having lots of time, we took a
cyclo.

5. yeen mian peel craen. doucchneh
haey, yeen cih laan chnuol tiw.
daoy mian peel craen, yeen ko
cih laan chnuol tiw.

We had lots of time. Therefore,
we took a bus.

Having lots of time, we took a
bus.

6. yeəŋ əh kəmlaŋ peek. doucchneə
haey, yeəŋ ciə laan chnuol tiw.
daoy əh kəmlaŋ peek, yeəŋ kə ciə
laan chnuol tiw.

We were so tired. Therefore, we
took a bus.
Being so tired, we took a bus.

7. yeəŋ əh kəmlaŋ peek. doucchneə
haey yeəŋ coul keeŋ.
daoy əh kəmlaŋ peek, yeəŋ kə
coul keeŋ.

We were so tired. Therefore, we
went to bed.
Being so tired, we went to bed.

Drill H. Substitution

1. yeəŋ niyiey leeŋ cəmuoy kruu
tiey əh peel memaəŋ.
2. yeəŋ niyiey leeŋ cəmuoy niey
tehian əh peel memaəŋ.
3. yeəŋ niyiey leeŋ cəmuoy niey
tehian əh peel kelaə maəŋ.
4. kót niyiey leeŋ cəmuoy niey
tehian əh peel kelaə maəŋ.
5. kót niyiey leeŋ cəmuoy kruu
tiey əh peel kelaə maəŋ.
6. kót niyiey leeŋ cəmuoy kruu
tiey əh peel memaəŋ kelaə.
7. yeəŋ niyiey leeŋ cəmuoy kruu
tiey əh peel memaəŋ kelaə.
8. yeəŋ niyiey leeŋ cəmuoy kruu
tiey əh peel memaəŋ.

We were talking with the fortune
teller for an hour.

We were talking with the officer
for an hour.

We were talking with the officer
for half an hour.

He was talking with the officer
for half an hour.

He was talking with the fortune
teller for half an hour.

He was talking with the fortune
teller for an hour and a half.

We were talking with the fortune
teller for an hour and a half.

We were talking with the fortune
teller for an hour.

Drill I. Double Substitution (No Model)

1. təə pii nuə, yeəŋ kə teləp
tiw phtéh.
2. kraoy móoʔ, yeəŋ kə tiw psaa
thmey.
3. ruoc haey, yeəŋ kə tiw róo tĩñ
kenat.
4. kraoy móoʔ, yeəŋ kə tiw phtéh
dæə khaə-aaw.

Following that, we went back
home.

Later on, we went to the New
Market.

After we finished, we went shopping
for cloth.

Later on, we went to the tailor
shop.

5. maoŋ cit pii-ndəp haey, yeəŋ kə coul fiam baay.
6. luh fiam baay ruoc, yeəŋ kə nóm khnia tiw kat soʔ.
7. kat soʔ ruoc haey, yeəŋ kə teləp tiw otael viñ.
8. doucchneŋ haey, yeəŋ kə tiw phtéh kruu tiey.
9. too pii nuh, yeəŋ kə teləp tiw phtéh.

- Near twelve o'clock, we went to eat.
- After finishing eating, we went together to get our hair cut.
- After the haircut, we went back to the hotel.
- Therefore, we went to the house of the fortune teller.
- Following that, we went back home.

Drill J. Transformation

MODEL: Teacher: yeəŋ tiw phtéh kruu tiey cəmuoy khnia!
(kót nóm khñom)

Student: kót nóm khñom tiw phtéh kruu tiey!

We went to the fortune-teller's house together.
(He took me.)

He took me to the fortune-teller's house.

1. yeəŋ tiw psaa thmey cəmuoy khnia!
(khñom nóm kót)
khñom nóm kót tiw psaa thmey!

- We went to the New Market together.
(I took him)
I took him to the New Market.

2. yeəŋ tiw róc kenat cəmuoy khnia!
(khñom cuun pepún khñom)
khñom cuun pepún khñom tiw róc tiñ kenat!

- We went shopping for cloth together.
(I took my wife)
I took my wife shopping for cloth.

3. yeəŋ tiw phtéh dēe khao-aaw cəmuoy khnia! (pepún khñom nóm khñom)
pepún khñom nóm khñom tiw phtéh dēe khao-aaw!

- We went to the tailor shop together. (My wife took me.)
My wife took me to the tailor shop.

4. yeəŋ tiw kat soʔ cəmuoy khnia!
(puoʔ-maaʔ khñom nóm khñom)
puoʔ-maaʔ khñom nóm khñom tiw kat soʔ!

- We went to get a haircut together.
(My friend took me.)
My friend took me to get a haircut.

5. yeəŋ tiw fiam baay niw restorəŋ cəmuoy khnia!
(khñom cuun look srey)
khñom cuun look srey tiw fiam baay niw restorəŋ.

- We went to eat in a restaurant together. (I took the lady)
I took the lady to eat in a restaurant.

Drill K. Transformation

MODEL: Teacher: kót nó^hm khñom tìw phtéh
kruu tiey mené?^h!

He took me to the house of
a fortune teller.

Student: kót nìq khñom nó^hm khnia
tìw phtéh kruu tiey
mené?^h!

He and I went together to
the house of a fortune
teller.

1. khñom nó^hm kót tìw psaa thmey!
khñom nìq kót nó^hm khnia tìw psaa
thmey!

I took him to the New Market.
I and he went to the New Market
together.

2. khñom cuun pepún khñom tìw róc
tifi kenat!
khñom nìq pepún khñom nó^hm khnia
tìw róc tifi kenat!

I took my wife cloth shopping.
I and my wife went cloth shopping
together.

3. pepún khñom nó^hm kót tìw phtéh
dee khao-aaw!
pepún khñom nìq kót nó^hm khnia
tìw phtéh dee khao-aaw!

My wife took me to the tailor
shop.
My wife and I went together to
the tailor shop.

4. puo?-maa? khñom nó^hm khñom tìw
kat so?^h!
puo?-maa? khñom nìq khñom nó^hm
khnia tìw kat so?^h!

My friend took me to get a haircut.
My friend and I went together to
get a haircut.

5. khñom cuun look srey tìw ñam
baay nìw restorəŋ!
khñom nìq look srey nó^hm khnia
tìw ñam baay nìw restorəŋ!

I took the lady to eat in a
restaurant.
I and the lady went together to
eat in a restaurant.